

Cairney School



Literacy and English

June 2017

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.

Curriculum for Excellence, Principles and Practice Paper: Literacy and English

At Cairney School we believe that literacy is of paramount importance for all pupils. Without literacy skills pupils will not be able to engage with the eight curricular areas and therefore they will not progress to become a successful learner or confident individual. The literacy skills that a pupil develops in Cairney will form the foundation for learning throughout their life and will have a real impact on many aspects of their future lives and careers.

What is literacy?

A Curriculum for Excellence has considered how language evolves and believes that in the 21st century literacy can be defined as:

"the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful."

The literacy experiences and outcomes that are taught at Cairney promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning. In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

Literacy and English can be broken down into three main, broad areas. They are:

- Listening and Talking
- Reading
- Writing

Within each of these areas there will be opportunities for learning under five headers. They are:

- Enjoyment and Choice (all areas)
- Tools (all areas)
- Finding and using information (Listening and Talking, Reading) or Organising and using information (Writing)
- Understanding, analysing and evaluating (Listening and Talking, Reading)
- Creating texts (Listening and Talking, Writing)

The Definition of Text

One of the major changes to literacy and English in Curriculum for Excellence is the 'Definition of Text'. Children today are surrounded by a text rich environment - it is no longer adequate to say that reading = books. Reading involves anything that children 'read, listen or watch'. This means that the notion of 'text' is a wide one - and it includes everything from books, adverts, leaflets, graphs, maps and charts to films, trailers, YouTube, audio books, social media, recipes, emails and more. Children should be reading these sorts of materials - and they should be creating / writing these sorts of texts too.

Enjoyment and Choice

In listening and talking, reading and writing pupils will be given opportunities to develop an awareness of the relevance of texts in their lives, including Scottish and local literature, within a challenging and motivating environment. Pupils in Cairney will be encouraged to read for pleasure and will hopefully develop good reading habits that will stay with them as they grow. They will have chances to watch and listen to different media and will be encouraged to explain their preferences.

Tools

Within listening and talking pupils will be supported to develop skills that will help them interact or present within Cairney or beyond, for example within their local community.

In reading, pupils will develop skills to help them use texts that become increasingly complex in terms of unfamiliar ideas, structures or vocabulary.

In writing, pupils will gain knowledge of technical aspects and become increasingly confident as they use them to communicate effectively in a variety of written forms.

Finding and using information or Organising and using information

When listening to, watching or talking about texts with increasingly complex ideas, structures and specialist vocabulary pupils will be able to identify and discuss what they have heard or seen and use that information for different purposes.

In reading, pupils will become familiar with fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary. They will be supported to find, select, sort and use information for a specific purpose. They will learn how to make notes, organise information and create new texts.

In writing, pupils will consider texts to help them create short and extended texts for different purposes.

Understanding, analysing and evaluating

Within listening and talking the pupils will be supported to investigate and appreciate texts with increasingly complex ideas, structures and specialist vocabulary for different purposes. They should develop the skills to show their understanding by responding to literal, inferential, evaluative questions as well as making questions of their own.

In reading, pupils will investigate and appreciate fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary and they will develop the ability to show their understanding across different areas of learning by identifying and considering the purpose and main idea of texts and use supporting detail in their answers.

Creating texts

In listening and talking and in writing, pupils will apply the elements that others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary. Pupils will learn to use language and style that engages and/or influences the reader or audience. They are regularly encouraged to write for real life purposes.

Reflective Reading

In Cairney School we also use a methodology known as *Reflective Reading* to develop reading skills. This methodology was written specifically for Curriculum for Excellence and responds to the aims and purposes of Curriculum for Excellence, including the Experiences and Outcomes and the 7 Principles. We use the new taxonomy for reading - The Comprehension Compass - that has been created to ensure that higher order thinking skills are embedded within the teaching of reading.

How do we promote the development of Literacy and English language skills?

At Cairney School, all pupils will have opportunities, suitable to their stage and developmental needs, 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 opportunities provided by digital technologies
- develop their 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 a wide range of ways in which they can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading
- 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

Resources

Reading

North Lanarkshire Teacher Manuals
Oxford Reading Tree readers
PM Books (P1 -P3 or later for some pupils)
A selection of novels
The Reading Compass and associated reading mats etc.

Writing and spelling

North Lanarkshire Teacher Manuals
Nelson Spelling
Nelson Grammar and Punctuation
Highland Literacy Activities including Highland Emerging Literacy Assessment and support materials
Alan Peat's approach for teaching non-fiction writing

Handwriting

Nelson Handwriting

Assessment

At Cairney School we use a range of formative and summative assessments (including Aberdeenshire's Literacy and English Framework, Aberdeenshire Benchmarks and Education Scotland Benchmarks) to identify how the pupils are progressing and their next steps in learning.

Literacy and English *Date of Original document: June 2017*

Revision No.	<i>Details of Change</i>	<i>Date</i>
1	Consultation with staff	June 2017
2	Update	
3	Next update	

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Do you have any comments to make regarding this policy?

Signed _____

Date _____

Name (please print)

Please remove and return to the Head Teacher Cairney School