**Literacy and English Policy**

**March 2015**

**Review 2018**

**Oyne School Literacy and English Policy**

|  |
| --- |
| **“Our ability to use language lies at the centre of the development and expression of our emotion, our thinking, our learning and our sense of personal identity…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”***Building the curriculum 1* |

**Vision**

Our vision for Oyne School is for happy achieving children to be supported to do their very best learning in Literacy and English within a caring school and community.

**Aims**

At Oyne School we will focus on developing knowledge and understanding, skills, attributes and capabilities detailed in the Experiences and Outcomes for Literacy and English. The curriculum has three significant aspect of learning: listening and talking, reading and writing.

Progress will be evidenced as learners:

* Learn about and create a broad range of genre and texts including Scots and Doric texts.
* Learn and use reading and listening strategies to understand, analyse and evaluate texts
* Find and use information from a range of sources
* Develop critical literacy skills
* Write increasingly accurate texts using effective spelling, grammar and punctuation strategies
* Develop and use higher order thinking skills.

At Oyne School learners will experience well planned, **challenging and enjoyable** learning, teaching and assessment activities and will take an active part in planning, managing, and assessing relevant and challenging learning experiences. Opportunities for **deeper** learning are planned into the curriculum. Pupils are given opportunities for **personalisation and choice** when appropriate and links across the curriculum deliver a **coherent** learning experience.

**Breadth**

Learners will:

* Communicate and collaborate across the curriculum in listening, talking, reading and writing.
* Engage with a broad range of texts including fiction, non-fiction, spoken, written, printed and multimedia, Scots and Doric texts.
* Extend and enrich their vocabulary.
* Explore, discuss and use an increasingly wide variety of word patterns and text structures.
* Develop critical literacy in contexts across the curriculum.

**Challenge**

Learners will demonstrate increasing:

* Independence and reduced support (from adults, peers or resources).
* Length and complexity when completing tasks.
* Use of higher order thinking skills.
* Confidence in taking ownership of their own learning.

**Application**

Learners will

* Apply skills and understanding in a wider range of **relevant,** new and unfamiliar contexts across the curriculum. These include planned opportunities with in the class, whole school or wider community, such as Fair trade or Anti bullying activities.

**Effective Learning and Teaching in Literacy and English**

* Children experience active learning and planned, purposeful play with relevant and meaningful opportunities to listen, talk, and read and write.
* Children experience an environment rich in language and literacy opportunities.
* Pupils experience effective direct and interactive teaching.
* Literacy is taught through discrete and interdisciplinary learning experiences.
* Pupils’ interests are reflected through responsive planning opportunities.
* Pupils are taught critical literacy skills to enable them to make effective choices.
* Children are frequently asked to explain their thinking.
* Technology used in creative and effective ways.
* Children understand the purpose and **relevance** of learning activities. They receive effective feedback and understand how to improve their work. They understand the learning objectives and the success criteria for each task.
* Children experience collaborative and independent learning opportunities.
* Frequent links are frequently made across the curriculum, so that skills are developed further by being applied in **relevant** and familiar contexts both within and beyond school.
* An interest and enthusiasm for the **enjoyment** of literacy is promoted across all areas of learning including use of school library and the promotion of Scottish texts.

**Progression in Listening and Talking**

Learners develop from exploring sounds and patterns in language to listening to, discussing, analysing and evaluating a wide range of more challenging spoken texts. They ask and answer higher order questions to inform critical understanding, evaluate the reliability of sources, select and use information to create new texts and make and organise notes for understanding. Learners use verbal and non-verbal skills with greater confidence and talk and listen for a range of purposes in a variety of contexts. In discussion, learners progress from turn‐taking and articulating ideas, thoughts and feelings to responding, questioning, challenging, summarising and building on contributions and using language effectively and confidently. Learners work more independently to research, plan, create and deliver spoken texts of increasing complexity as appropriate to purpose and audience.

At Oyne pupils have the opportunity to develop talking and listening skills through individual presentations and discussions which focus on their ability to engage respectfully with others, respond, question and contribute appropriately. There are regular opportunities to present or perform to the whole school at assemblies, all age learning afternoons as well as parent and community events. Staff plan engaging tasks to stimulate discussions and talking and listening at each stage and pupils share and evaluate their own and other peoples work justifying their assessments.

**Progression in Reading**

Learners develop fluency and understanding by recognising patterns in language, blending sounds to decode unfamiliar words and sharing thoughts about texts. As they progress, learners become more independent in choosing and analysing texts. They read and discuss a wide range of more challenging fiction and non‐fiction texts, read analytically using greater knowledge of language, compare and contrast texts from a more extensive variety of sources, ask and answer higher order questions, evaluate critically, recognise persuasion and find, select and use information in order to create a wide range of more complex written and oral texts, as appropriate to audience and purpose. Pupils demonstrate progress through finding and selecting information from a variety of sources.

At Oyne pupils make good use of the parent run library to share and enjoy books. They evaluate and justify their reading choices. Older pupils enjoy opportunities to read to younger pupils and each class regularly reads together for pleasure.

**Progression in Writing**

Learners create an increasing variety of texts to suit different purposes and audiences. They progress from mark making, formulating words and building sentences to creating more complex texts using a wider variety of language, making more sophisticated use of punctuation, grammar and structure. As they progress, learners become more independent, making notes, planning, researching and writing with less teacher input. Learners review and edit throughout the writing process, making effective use of layout and presentation to support meaning. Opportunities to write at length are embedded across learning.

Writers at Oyne experience a consistent approach to progression and assessment and teachers regularly get together within the school and across the cluster for moderation and sharing of standards. Pupils set their own writing targets and they write a variety of genre and learn the specific structures necessary for each text. Teachers plan imaginative and engaging stimuli to interest learners.

**Oyne Strategy for Raising Attainment in Literacy**

* **High quality teaching of literacy skills.**
* **Sharing of learning intentions and success criteria.**
* **Pupils setting own targets and evaluating their progress.**
* **Tracking and monitoring of progress each term in listening and talking, reading, writing and spelling.**
* **Professional dialogue with teachers about pupil progress**
* **Regular moderation of standards**
* **Benchmarking of progress**
* **Teaching through progressive frameworks**
* **Support for pupils identified**
* **Engaging and varied appropriate resources including digital technologies.**

|  |
| --- |
| **“Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage”***Literacy and English, Principles and Practice, A Curriculum for Excellence.* |

**References**

***Building the Curriculum 1, Curriculum for Excellence.***

***Building the Curriculum 3, Curriculum for Excellence.***

***Literacy across learning, practice and principles, Curriculum for Excellence.***

***Literacy and English, practice and principles, Curriculum for Excellence.***

***Assessing progress and achievement in Literacy and English***

**Appendix A**

**What does literacy look like at early level?**

* Children have time to play, explore and revisit learning.
* Planning starts from what children know.
* Children explore at their own level and their ideas are responded to.
* Everyday experiences are used as relevant contexts.
* Teachers find out what is happening in a child’s head.
* The environment is literacy rich and opportunities to model literacy and language are planned.
* There is a lot of talking and questioning to develop and enrich thinking.
* Children are allowed to start mark making and use their own symbols; formal work is not rushed and recording happens in a variety of different ways.
* The enjoyment of stories and imaginary play opportunities are used to develop early literacy skills.
* Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics
* Resources for core skills in P1 include Jolly Phonics and Oxford Reading Tree reading programmes.

**What does literacy look like at first level?**

* Learning and teaching builds on early level.
* Children can explain their answers and thinking, and are developing skills to represent this.
* Teachers model literacy and language skills using creative and relevant contexts.
* Lessons provide progression in concepts, skills and understanding.
* Children make connections with prior learning.
* Active learning approaches engage children fully.
* Pupils have a greater awareness of strategies and conventions when communicating with others and can use their language skills for a specific purpose.
* Resources for core literacy skills at first level include Jolly Phonics, Jolly Grammar, Active Literacy, Oxford Reading Tree, Wolfhill Readers and a variety of novels.

**What does literacy look like at second level and beyond?**

* Learning and teachings builds on first level
* Pupils transfer skills and make links between different areas of learning.
* Pupils can give more detailed explanations for choices and opinions.
* Pupils use increasingly complex information from a variety of texts for different purposes.
* Creative contexts are used to engage pupil’s interest and develop enjoyment for literacy including Scottish texts.
* Pupils work with increasing independence and accuracy.
* Pupils have a clear idea of their learning and how to improve it (Assessment is for Learning)
* Pupils develop greater confidence when communicating in a wider variety of ways.
* Pupils have an increasing awareness of the importance of texts in their learning, live and work.
* Resources for core literacy skills at second level include Oxford Reading Tree and Novels.