



# St. Andrews Primary School

## Literacy and English

### 1. Rationale

Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many of their skills. It allows them to gain access to a wealth of knowledge from a variety of sources, e.g. books, databases, spoken language, video. Language is also the key to a child's thought process. He thinks things through in words and uses words to communicate his conclusions to others. Therefore, success in all areas of the curriculum is dependent upon the successful development of communication and language skills.

### 2. Aims

By developing Literacy skills across the curriculum, as well as teaching Reading, Writing, Listening and Talking as discrete subjects, pupils at St Andrews Primary will competently and confidently be able to

- \* Develop their skills and knowledge so that they can realise to the full their ability to understand English and use it accurately.
- \* Develop their ability to express their thoughts and feelings and respond to those of others, including a concern for tolerance, enjoyment, cooperation and sharing.
- \* Use effectively various different media for learning and communication.
- \* Further their own personal development through language and literature, including intellectual, emotional, aesthetic, social and moral development.
- \* Develop their ability to use critical and creative thinking to synthesise ideas and arguments.



### **3. Teaching and Learning**

Planning for the teaching and learning at St Andrews Primary uses approaches within the Literacy and English Framework and is organised into three core areas:

- Reading
- Writing
- Listening and Talking

#### **Reading**

Pupils should be given frequent opportunities to develop their skills in reading, using a variety of different types of text, fiction, non-fiction, poetry and plays. In line with the Active Literacy approach, texts are banded and used for groups of similar ability.

Focussed reading lessons follow the Active Literacy approach and may include

- Teacher modelling
- Group reading
- Paired reading
- Independent reading
- Discussion of text using Book Detectives and quality questioning.

At the beginning of each session, pupils from P3-7 will study a class novel together. This is for the teacher to model and specifically teach the reading strategies suitable for their stage.

Namely these are

- Prior Knowledge
- Fluency and Metalinguistics
- Visualisation
- Inference
- Main Ideas
- Summarising

After this, pupils will revert to reading group readers or novels according to ability.

#### **Reading for Enjoyment**

Pupils are encouraged to read for enjoyment and therefore, all pupils have the opportunity to borrow books from the school libraries. In the Main Building, each class nominates two Librarians who meet weekly to organise the books by choosing new books, labelling and tidying the shelves as well as being responsible for the issuing of books using the Junior Librarian system.

#### **Writing**

In St Andrews Primary, we use Big Writing as an approach to the teaching of writing skills. This approach focusses on Vocabulary, Connectives, Openers and Punctuation (VCOP). Through weekly writing lessons as well as daily across the curriculum, pupils develop their skills in these areas.

Handwriting (P1-5), spelling and grammar are taught as discrete lessons and pupils will be encouraged to incorporate these into their writing.

### **Phonics and Spelling**

Phonics and Spelling are taught using the Active Literacy scheme, using resources such as Jolly Phonics and Jolly Grammar to support the multi-sensory approach. Pupils are active in their learning, working together cooperatively to practise their learned writing skills.

### **Handwriting**

Handwriting is taught alongside the teaching of spelling and phonics from P1-5. Pupils are encouraged to take pride in the setting out and neatness of their work throughout the curriculum.

### **Listening and Talking**

Talking helps us to sort out what we think and is the main means of social communication and interaction while listening is essential to learning. Therefore, pupils will be encouraged to develop these skills across the curriculum by taking part in activities which promote good listening habits, turn taking, working collaboratively, presenting talks and drama.

## **4. Assessment and Monitoring of teaching and learning (See Assessment Policy)**

### **Assessment of Reading**

Teacher should keep individual record of each child's progress in reading, moving them between groups as appropriate. Parents should be kept informed of any concern about a pupil's progress and progress will be monitored and tracked by SMT.

Additional support may be given by Support for Learning teachers who can carry out more detailed assessment where necessary and provide advice for pupils with specific difficulties. Good use should also be made of Aberdeenshire's Dyslexia toolkit.

### **Assessment of Writing**

Formative assessment comments are used by teachers on each piece of writing, using Two Stars and a Wish. Pupils will also at times be asked to self assess and peer assess, using various AiFL techniques.

Teachers will use the Big Writing criterion scale once per term to assess summatively in order to track pupil attainment and progress. The final piece of writing each session should be passed to the next teacher.

### **Assessment of Listening and Talking**

Teachers will regularly assess pupils' listening and talking skills by observation during collaborative work and play, formal assessment during talks and presentations and show and tell sessions.

## 5. United Nation Convention for the Rights of the child.

All children have the right to an education. **Article 28**

The purpose of education is to develop every child's personality, talents and mental and physical abilities. **Article 29**

## **6. Involvement with stakeholders**

Pupils are given homework involving spelling and reading tasks on a regular basis. Parents are kept informed about these tasks by letters home, as well as Parent Workshops. Homework diaries can be used as a two way communication between teacher and parent on a daily basis.

## **6. Agreement and Review**

This policy was agreed and shared with SASA and school staff in ***Date***. Updates may be made and dated as required or reviewed in ***Date 3 years in advance***.