MILNGAVIE PRIMARY SCHOOL & EYC

Literacy Strategy Paper

Quality Indicators	
1.1	Self-evaluation for self-improvement
1.2	Leadership of Learning
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3.1	Ensuring Well-being and Inclusion
3.2	Raising Attainment and Achievement
3.3	Increasing Creativity and Employability

Garry Graham
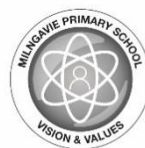
MILNGAVIE PRIMARY AND EARLY YEARS' CENTRE

LITERACY STRATEGIC PLAN

The Early Level

What happens to children in their earliest years is key to outcomes, including the improvement of educational attainment in childhood, adolescence and in adult life. There is a strong relationship between early life experiences and how children learn. The importance of positive influences in the early years will improve a child's life chances. These early learning experiences are vital in forming the building blocks from which more formal literacy learning can be developed. In the very early years, the home learning environment for children from birth to three has a significant impact on cognitive development, willingness to learn and literacy and language development. Parents, irrespective of socio-economic group or where they live, can make a real difference to their children's outcomes by talking to them, playing with them and ensuring they engage in different experiences. Early years education plays a direct role in childhood development, particularly for the most vulnerable children. Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families and Curriculum for Excellence enable early years' practitioners to provide stimulating, active learning environments and build strong foundations for the development of literacy skills. They also encourage staff to support families to provide a rich home learning environment. Early intervention is the philosophy at the heart of our Early Years Framework. During these critical years, it is parents who will have the greatest impact on their child's literacy skills. Where parents need additional support, GIRFEC, alongside guidance on supporting adult learners, will aim to ensure early and co-ordinated intervention by agencies who work together to meet the needs of children and their families.

We will work to ensure that GIRFEC and the implementation of the Early Years Framework will enable parents to be the best parents they can be for their children, promoting the importance of early learning and developing literacy skills. Currently we are introducing a 'stay and play' approach to support this process.

In the Early level of learning at Milngavie Primary and Early Years Centre:

■ We will work with our partners who are supporting the implementing GIRFEC to ensure the development of literacy skills features in the work being carried out to improve outcomes for children.

■ We will strengthen connections with health partnerships, promoting the importance of literacy to parents through our shared networks. We are constantly working to engage with Speech and Language staff as we realise that this is a crucial element of the work that we do to overcome the barriers many of our learners face in coming from environments that are not rich in literacy and language.

■ We will continue to work with Health Visitors who are crucial in the drive to facilitate literacy development in the early years through its focus on family health and wellbeing.

■ We will work closely with the School Nurse service to support families and to provide support to those children requiring social. Emotional or mental support.

■ We will work with the Scottish Book Trust to target vulnerable families, emphasising the importance of building literacy and language skills in the early years.

■ We will continue to promote the benefits of play, encouraging the provision for high quality play experiences both indoors and outdoors which build on early literacy and numeracy skills.

■ We will work with our partners to identify and share good practice around literacy in the early years and encourage practitioners to learn from this, work collegiately, and develop new and innovative approaches.

■ Early years practitioners will use Realising the Ambition and Curriculum for Excellence as the basis for supporting a child's development of their early literacy skills.

■ As part of ongoing assessment, when a child is moving to P1 early years practitioners will provide information to the school on the child's progress in learning, including their literacy. This will help the school assess the child's progress and identify and address any additional support needs. Practitioners will be supported in their judgements of expectations and standards through moderation, and quality assured materials on the National Assessment Resource. As a school Ferre Laevers and SQU form part of this suite of assessments. In Primary 1 SNSA testing is undertaken. During the course of P1 teachers will use their professional judgements to complete ACEL data and will use their own assessment data alongside their judgements to complete the Seemis Progress and Achievement tracker.

■ We will work with Colleges to ensure qualifications for early years' practitioners continue to have a focus on literacy skills.

■ Were required, will work with our adult literacy and numeracy partners to ensure that parents with their own literacy difficulties can access support.

Vocabulary rich learning environment in our EYC

- Build on our success with the Language and Communication Friendly Nursery, and adopt the strategies contained in that e.g. printed words throughout playroom and outdoors (although feedback from local. Recent inspections appears to contradict this)
- Opportunities for 'Stay and Play' when able
- Plan for 'Stay and Share' when able
- Meetings arranged for parents with Book Library – coordinate with local library
- Introduce the 'Big Bedtime read' (Book bags made up for parents who may require)
- Build on the excellent practice staff adopt to develop language acquisition through questioning and following children's interests. Through collegiate activity continue to enhance this
- To think creatively about how we can develop events that specifically meet the needs of learners and their parents, using targeted data to focus in on those children and families that require the greatest intervention.
- Event, for parents, focussing on well researched learning and teaching approaches
- Identify those children who are ready to more challenging phonics activities
- One to one and small group work provided directly by Early Years class teachers
- Use Speech and Language guidelines from GGCNHS to support language development, allowing us to identify which cases are legitimately requiring referral and those that require intervention to enrich their vocabulary. E.g. repeating and rephrasing
- Autism training has had a positive impact on the language used throughout the EYC centre. The DHT is the school's Autism Advisor
- Nurture provided for those children identified through the Boxall profile.

- Provide a range of out of centre activities which will provide children with opportunities to acquire additional language in new and unfamiliar contexts. CTs will create a list of key words for each stage of deployment.
- Through the planning process (planning in the moment) record the language being developed. Class Teachers can then assess breadth of language being developed.
- Emphasising groups of words e.g. feelings, objects, descriptive
- Setting up corners, activities and resources (e.g. TV and telephone), which will encourage children to talk
- Have robust tracking and monitoring in place, engaging all staff in the process
- Use Learning journals as the medium to share learning with parents and carers. Use this medium for assessing progress, as and when the system is more robust, and use this as a tool foot transition across the EYC into the school setting.
- The Early Years Teacher will plan with school staff to ensure a consistency of approach is applied across the Early Level

The Early Level Teacher will meet with P1 staff regularly to ensure that there is effective transition as well as specific transfer of skills that are built upon across the level. Staff discuss individual pupils and discuss interventions that can be put in place using expertise from staff in Early Years, school and ASN support structures within the school.

Triple P is well established in the EYC and we have very effective Family Champions. Attendance is good at these events and feedback very positive.

At the Primary 1 stage we have introduced the Fast Phonics programme. We have compared this to POLAAR and found our systems to be more rigorous. We will, however, continue to monitor the impact this is having on outcomes for learners and adjust as appropriate.

A phonics workshop for parents is undertaken each session.

Level 1 and 2

Curriculum for Excellence is the premise to drive up literacy standards for all learners from 3 to 18. It will make improvements in learning and teaching to ensure all our young people, including those from disadvantaged communities, gain the literacy skills they need for learning, life and work and to thrive in the 21st century. In Second Level pupils will use resources offered available through the 'My World of Work', as part of the process of Developing the Young Workforce.

All teachers have a responsibility to help develop literacy skills. Importantly, Curriculum for Excellence allows space for innovation and local practice to develop. Practice should be tailored to the local context and the individual needs of the learner, with more targeted support offered to those children in our school who need it, so that all children and young people can reach their potential, now and in later life. The curriculum also allows a diverse range of approaches to emerge, within the framework, with practitioners learning from each other's experience. At the time of writing Peer support is focussing on PM writing which has been introduced for First and Second Level. With the additionality we have been given an additional focus has been placed on challenge as well as support, with the focus being on Literacy and Numeracy.

In the early years of learning the focus is on acquiring basic literacy skills but our objective is to ensure more of our young people develop their advanced literacy skills. (See Appendice 1) Many pupils cope well with functional literacy development, but the skills of understanding, interpreting and analysing texts are

more challenging. Our SNSA results show that the skill of inference is a specific area requiring development.The development of these advanced literacy skills which will assist learning across a range of curricular areas is a key focus within Curriculum for Excellence. We will ensure a continued and ongoing focus on literacy within Curriculum for Excellence and by refreshing and revising our school's curriculum rational and progression planners to ensure we provide the best possible platform for learning to develop. We are refreshing our curriculum rational currently as we start our new 3 year strategic cycle from August 2022.

Teachers will be supported on literacy development across all curricular areas and assessment from P1 onwards will focus on identifying individual learning needs, improving learning and raising standards. (See school Assessment procedures)

We also accept that the early identification of additional support needs and the diagnosis of learning difficulties are of great importance in breaking down barriers to literacy and attainment. (See school procedures such as: Early Intervention meetings, Venn diagram meetings and Holistic screening, for example)

We will therefore:

■ Have personalised assessments and diagnosis throughout the school. Some will be summative using GL materials and some formative, being based on teachers professional judgement – see Assessment folder

■ Have systems in place for early identification of support needs. E.g. Venn diagram, Holistic screening, tracking and monitoring and using a range of diagnostic tools e.g.Yark

■ Encourage all early years' practitioners to be aware of and act on both the personalised assessment and learning and support needs information. School SLT and the Nursery Class Teachers will support the effective implementation of Curriculum for Excellence and its role in literacy development through the following:

I. We will ensure literacy will feature as a priority in training, with, CPD opportunities focused on literacy need to be provided systematically, and on an ongoing basis.
II. All children and young people will have their literacy skills assessed on an ongoing basis from P1 onwards. Quality assured materials, which will be provided in the National Assessment Resource, will support teaching staff in their judgements of expectations and standards. The national Improvement Framework will further support this process.
III. From P1 onwards reports to parents will include information on children and young people's achievement in all curriculum areas, including literacy, and their development needs for the next year.
IV. Teachers will be supported to share practice, working collegiately to develop effective approaches to literacy development. This will include quality assurance and moderation of assessment to ensure consistency of standards, across the cluster when possible.

There will be a continued focus to involve parents in the literacy development of their children, involving Parent Councils where appropriate. We will take into account the wider issues pertaining to developing the Young Workforce and how literacy skills development contributes to a child's future success.

These options all offer young people the opportunity to continue to develop their literacy skills. We will work closely with their partners to plan a personalised learning experience including literacy support where required.

We will ensure appropriate assessment approaches are applied, in order to recognise then assist pupils with a range of literacy support needs. To support this practice, support from specialist teachers (including the Education Support Teacher) will be a crucial factor in ensuring we maximise our provision.

To support this:

■ We will continue to promote the National Framework for Inclusion which identifies the values, professional knowledge and understanding, in terms of inclusive education, that is expected of all teachers.

■ We will promote web-based resource for teachers for the assessment of a range of literacy difficulties and dyslexia – the Dyslexia Toolkit or the ABLe resource

As a school we have invested heavily in resources to support a range of learning requirements.

In our DHT office there are a wide range of resources to support learning from Beat Dyslexia to Graded Phonics, from Codecracker and Toe by Toe to LR Reading Comprehension sets.

In school many children follow the Rapid Readers programme, others take part in the 5 minute Box activities and many use the Teachers 4 Teachers resource or SRA.

We have a range of reading schemes to support learners e.g. Bugclub, ORT and Treetops. Targeted resources have been purchased to support children with dyslexia and Rapid Readers is used to provide additional support where required.

At second level we looked at OECD/PISA results and as a consequence have adopted a novel study approach in our senior classes. A cooperative reading circle approach allows children to be more involved and engaged in the acquisition of literature. Using graded novel studies, teacher led activities and other resources we have built a bank of approaches teachers can use to support the development of skills in this curricular area. Teachers use their assessments to identify where there are gaps in knowledge and focus on these, children's understanding of inference having been one area of focus recently as a consequence of these findings. This approach also allows us to focus on the development of Higher Order Thinking Skills, an area staff have worked on over recent years.

Developing co-operative skills in reading and writing

Guided Reading

What is guided reading?
The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher or member of support staff, and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources. Class teachers will have access to the Rising Star comprehension resource. It will allow teachers to use a range of texts and questions to help develop pupil's comprehension skills.

Guided Writing
Guided writing is an excellent way to use AiFL and aid children in achieving their targets and making progress. Guided writing is a mini lesson within a literacy lesson itself. Guided writing groups are fluid and

change all the time. They may include children from all different ability groups. They may also be target based (so those children who have the same writing target may be included in one guided writing session). The guided writing session may have a separate learning objective to that of the main teaching (for example, the children may be learning to write using different sentence starters, however you have a group of children who are still not using full stops and capital letters properly. Your guided writing session will involve those children learning to use full stops and capital letters properly so they can make the most progress)

Strategies adopted to support Early readers
1-to-1 pointing:
Children practice pointing using a sentence from the story. Children show and use a pointing finger.
Predicting:
Cover a word – predict what it could be and check. Model predicting a word – checking all searchlights.
Checking initial/final sounds – does that look right?
Cover the first/last letter – predict, then check. Point to the first letter – get your mouth ready to make the sound. Find the letter on an alphabet card.
Applying phonics to read words
List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings.
Checking meaning – does that make sense?
Explain that reading should always make sense. Practice re-reading to check meaning. Read a sentence – check that it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.
Re-reading to check
Explain to the children the importance of going back and checking their reading. Model re-reading; practice re-reading.
Developing Readers
Ask children to name the strategies they can use when they are unable to read a word.
Ask the children to share the different things they can do when they don't understand a word, sentence of section or text.
Inferring meaning of unknown words: list some more challenging words from the guided book on the board. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions.
Text layout: analyze a page of text (e.g. non-fiction) – how is it organized? Why? How do we read it?
Decoding unknown words: record difficult words from the text on cards or the board. Ask children to decode these words and explain how what they did (i.e. syllables; phonics; knowing parts of words etc) or predict the meaning of the words.
Checking meaning: read a sentence from the text which is more challenging; discuss what it means and how they know.

Active reading strategies:
Asking questions while they are reading:
Visualising: read a section of text – ask children to think about what pictures they see in their head.
Predicting: read the opening paragraph – summarize what they know so far and predict what might happen next – read the next paragraph to check.
Reading longer sentences (complex sentences): record the main clause from a complex sentence on the board – read it and discuss what it means – explain that authors often add more information to the sentence (subordinate clause) – add the subordinate clause and discuss what it means – add it to the main clause and discuss how the two clauses relate to each other – locate the comma and explain that the clauses are usually split by a comma.
Identifying the main points: read the opening paragraph of the text to the children and ask them to identify the main points – list these on the board and discuss why other information is not key to the story.

Scanning: turn to a page of the text and model how you scan the text for information – use a highlighter.
Skimming: model reading a paragraph quickly, looking for specific information (e.g. main characters; clues about setting).

Active Literacy approaches are applied throughout the school. See **Appendix 3** for more detail on what this looks like. (Milngavie's Active Learning Strategy and Literacy Progression Planner are currently being developed)

Throughout the school we encourage teachers to read to children and for children to read for pleasure. Both of these have had positive outcomes, with increased motivation to read and confidence to try new texts. We do not have a dedicated library in the school. This is something we will push hard for when the school is refurbished. We have also worked with the Library Service and have engaged in a number of Local and National events to develop children's skills and capabilities. (See Twitter for examples)

Developing skills in writing come from a range of sources, from IDL/Literacy across learning, using real life contexts, through skills development using the Nelson resources, using PM Writing or following on from aspects of the co-operative reading model where teachers plan to develop key skills the children are working on. This is supported by our use of VCOP and our AifL approaches.

We build into our planning skills to develop and apply literacy across the four contexts. These include: contributing to school newspapers or magazines; debating and public speaking; membership of pupil voice committees such as the pupil council, eco committee and a range of groups as outlined in our 'Common Curriculum'; presenting to peers during assembly; enterprise groups and charities projects; various clubs and extra-curricular activities; and participation in Burns Competitions and drama performances. As we move beyond Covid restrictions we hope to re-establish many of these opportunities.

We use the advice Education Scotland has provided on assessing progress and achievement in literacy and English to support professional development. The literacy and English: assessing progress and achievement professional learning resource gives guidance on assessing progress and achievement in the broad general education. The progression framework is a guide to support learner's knowledge and understanding, skills, attributes and capabilities as they progress through and achieve a level. Annotated exemplars in the professional learning resource provide examples of approaches used to develop and evidence progress in significant aspects of learning and provide a focus for professional dialogue for staff. We contain some of these within our Curriculum Planning folder.

All of this was being used to support our continual development of moderation approaches across the cluster. We hope this will resume in the up-coming session.

Transition arrangements across our Early Level are strong. Our transition arrangements with the Secondary have also been effective, taking a very creative approach during the pandemic. We continue to look at new ways of working with our link DHT at the Academy to further enhance these opportunities.

In addition to the Raising Attainment for All programme, the Scottish Government launched the Scottish Attainment Challenge, a four-year programme aimed at tackling educational inequality by closing the gap in attainment between the most and least advantaged learners. The new *Read Write*

Count literacy and numeracy campaign will also focus on raising attainment at the early stages of primary, building on the success of the *Play Talk Read* campaign in the early years.

As we come to the end of this period we are aware that the programme will move into a more generic phase allowing all Local Authorities to access funding, not only the target authorities. This will come in addition to our PEF funding. We have been very effective in using our limited amount of PEF spending to impact significantly on those pupils requiring support, as has been borne out in our SNSA statistics from February 2022.

As a school we are committed to ensuring the best possible outcomes for learners in our school. We are working in times of significant financial constraint, which is impacting on every local authority and ever more so on our school community. While acknowledging this, we do recognise the key role and responsibility we all have to shape a better future for the children and young people in our schools on whom Scotland's future relies.

Differentiation

To ensure all of our pupils are making the most progress they can within a lesson, we support staff to provide clearly differentiated tasks, using AFL, applying a variety of pedagogical approaches e.g. resources, adult support and level of thinking skills required. Class teachers are encouraged to use their day planners to show a differentiation grid. Differentiation must not be based on outcome alone but based on the thinking skills the activity requires. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils. (See Strategy paper: Developing our Curriculum Rationale for more information).

Equality and reading

When teaching guided reading to EAL and SEN pupils, we realise the importance of using pictures and visual cues to support discussion in order to aid comprehension. In addition, we give time to discuss and defining new and unusual words. We model how to use specific strategies and give the children an opportunity to practice the strategies a number of times. EAL pupils will have opportunities to read books in dual languages. Class teachers will consider staged interventions when planning effective guided reading sessions to ensure SEN pupils are being supported appropriately.

We have had a number of non-English speaking children in recent years. All of these children have had significant success. Unfortunately, there is not a support network in the authority to assist with this.

Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring children have access to all the resources available. In order to ensure all children are engaged and excited to read, appropriate texts will be chosen that focus on specific interests or genres e.g. more fact based texts.

More able children will be well planned for by taking into account their current reading levels and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills.

Opportunities to discuss issues of race, gender etc will be provided through the discussion of the resources used. These themes are integrated across the curriculum.

Staff have undergone training with LGBT Youth Scotland and there is a concerted effort across the school to change the language we use, particularly in relation to fixed gender roles.

Appendix 1

Seven Strategies to Teach Students Text Comprehension

By: C.R. Adler

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These seven strategies have research-based evidence for improving text comprehension.

<u>Comment</u>

RELATED

Story Maps

Summarizing

Think-Alouds

1. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand

- Identify what they do not understand

- Use appropriate strategies to resolve problems in comprehension

2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- **Identify where the difficulty occurs**

"I don't understand the second paragraph on page 76."

- **Identify what the difficulty is**

"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- **Restate the difficult sentence or passage in their own words**

"Oh, so the author means that coming to America was a very important event in her grandmother's life."

- **Look back through the text**

"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- **Look forward in the text for information that might help them to resolve the difficulty**

"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that… Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it."

3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:
- Help students focus on text structure "differences between fiction and nonfiction" as they read

- Provide students with tools they can use to examine and show relationships in a text

- Help students write well-organized summaries of a text

Here are some examples of graphic organizers:
- Venn-Diagrams (29K PDF)*

Used to compare or contrast information from two sources. For example, comparing two Dr. Seuss books.

- Storyboard/Chain of Events (29K PDF)*

Used to order or sequence events within a text. For example, listing the steps for brushing your teeth.

- Story Map (19K PDF)*

Used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story; however in a nonfiction story, main idea and details would be identified.

- Cause/Effect (13K PDF)*

Used to illustrate the cause and effects told within a text. For example, staying in the sun too long may lead to a painful sunburn.

- >Find more free graphic organizers.

4. Answering questions

Questions can be effective because they:
- Give students a purpose for reading

- Focus students' attention on what they are to learn

- Help students to think actively as they read

- Encourage students to monitor their comprehension

- Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:
- **"Right There"**

Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.

Example: Who is Frog's friend? Answer: Toad

- **"Think and Search"**

Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.

Example: Why was Frog sad? Answer: His friend was leaving.

- **"Author and You"**

Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question.

Example: How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

- **"On Your Own"**

Questions are answered based on a students prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

5. Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:
- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

Effective comprehension strategy instruction is explicit

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.
- **Direct explanation**

The teacher explains to students why the strategy helps comprehension and when to apply the strategy.

- **Modeling**

The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.

- **Guided practice**

The teacher guides and assists students as they learn how and when to apply the strategy.

- **Application**

The teacher helps students practice the strategy until they can apply it independently.

Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts, helping each other learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies.

APPENDIX 2

https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit

Appendix 3

<u>Active Approaches to Literacy in Milngavie Early Years provision – Early Level.</u>

"The earliest years lay the important foundations for literacy development, which can be built upon through lifelong learning."

(Pre-Birth to Three, 2010)

In Milngavie, we believe in the importance of developing literacy skills within the Early Years through experiential play and the transferring of these skills to everyday life. Our document provides an overview for staff of active approaches to literacy within Curriculum for Excellence Early Level.

<u>What is Literacy?</u>
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. (C.f.E.)

<u>What is Active Learning?</u>
Active learning is engagement of the brain whilst participating in activities relating to Talking & Listening, Reading and Writing. Learning to Achieve advocates the use of active learning approaches to ensure relevant development of literacy across the curriculum.

Building the Curriculum 2 (2007) describe Active learning as '...learning which engages and challenges children's thinking using real-life and imaginary situations. All areas of the curriculum, at all stages, can be enriched and developed through an active approach.

It takes full advantage of the opportunities for learning presented by:
- Spontaneous play
- Planned, purposeful play
- Investigating and exploring
- Events and life experiences
- Focused learning and teaching

<u>Aims</u>
Our aims are that practitioners will continue to:
- Raise standards of literacy in all areas, including Talking & Listening, Reading and Writing through effective planning, teaching and learning
- Provide quality learning literacy experiences for all children which encompasses the Curriculum for Excellence outcomes and experiences
- Work together to ensure a smooth and effective literacy development transition between Nursery and P1

<u>Key Messages</u>
Our key messages for Active Approaches to Literacy at Early Level are:
- To ensure a consistent approach is used

- In partnership with parents/ carers, we identify value and acknowledge the literacy skills children bring from home. We regularly inform parents/ carers of their child's participation in literacy learning opportunities and encourage them to support this at home

- To establish effective learning and teaching strategies to facilitate early success in active literacy

- Effective liaison between Early Years and Primary 1 staff to effect a continuous progression of the child's literacy skills

- Reciprocal Teaching is used effectively in the development of literacy across all stages. This is a strategy used and developed in all literacy contexts in this programme across all stages. Using this strategy, the children take on the role of teacher to support and challenge each other

- To value the importance of oral talk and the development of pupil vocabulary

- To build on the development of literacy learning in the context of purposeful play across these stages

Good Practice

An effective environment for literacy would be expected to incorporate elements of good practice, for example:
- Co-operative learning strategies and activities such as 'think, pair, share', the inclusion of social goals, roles

- The explicit teaching of social goals linked to literacy concept development e.g. Good listening, following instructions, asking questions

- Learning journeys/floor books – consultation with pupils

- Effective assessment strategies being used which incorporate Assessment is for Learning strategies, e.g. thumbs up, fist to five, traffic lights, smiley faces

The Learning Environment

When planning for the use of resources and space available for effective literacy development, the learning environments in both Nursery and P1 spaces should:
- Provide opportunities to promote, enhance and develop Talking & Listening, Reading and Writing

- Incorporate a layout which facilitates opportunities for Reciprocal Teaching experiences

- The use of familiar resources e.g. whiteboards/ magnetic letters in both Nursery and the P1 learning spaces

Active Literacy Strategy   for 1st and 2nd Level

Introduction

This strategy paper will provide an overview of how our school uses active methodologies from P2-P7.

<u>Definitions of Literacy</u>

 "Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, 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."

"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."

(Pg 1 Literacy and English: principles and practice, A Curriculum for Excellence) Scottish Executive 2009.

<u>What is Active Learning?</u>

Active learning is learning which engages and challenges children and young people's thinking using real-life and imaginary situations. Active literacy requires pupils to be engaged in purposeful, meaningful, active, relevant and fun learning contexts. Active literacy lessons in Milngavie Primary aim to:

- Meet the requirements of a Curriculum for Excellence and Learning to Achieve
- Equip all children and young people with means of accessing lifelong learning
- Recognise the importance of literacy across all curricular areas and to identify this as a key responsibility of all who have responsibility for the education of children and young people.
- Incorporate active learning approaches to literacy
- Promote language and literacy development
- Provide opportunities to develop critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are important in life and the world of work

<u>What are the key features of good practice in Active Literacy?</u>

- Each establishment develops, implements and monitors appropriately a "Literacy across the Curriculum" policy in partnership with parents and learners
- Teachers engage in Early Intervention strategies are implemented when a need is identified
- A wide range of motivational literacy learning opportunities will be provided both within and out-with the school
- Valuing the contributions and views of learners by listening to others and promoting respectful interaction

- Developing in learners the capacity to read, watch and listen analytically and to evaluate
- Through moderation we will be sharing good practice to ensure consistency and high standards
- We are continually exploring possibilities for different approaches to personalisation and choice
- Teachers are asking the question "How am I meeting the literacy needs of the learners in front of me?" (Pg 31 Literacy and English: principles and practice, A Curriculum for Excellence) Scottish Executive 2009
- Prior learning in literacy must be taken account of by all those in our school community who support learning. This is particularly important at key transition times e.g. Nursery into P1 and P7 into S1
- Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, is essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage children and young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further. (Pg 1, A Curriculum for Excellence, Building the Curriculum 1) Scottish Executive 2009
- Learning to Achieve states that learners will be taught by teachers who use active learning approaches to support learners and ensure relevant development of literacy across the curriculum
- The Donaldson Review highlights the importance of "strengthening literacy (and numeracy) skills in order to ensure that all children can progress in their learning and development" (p18: 2012)

Active Literacy in our school

Teachers address the experiences and outcomes from Curriculum for Excellence for literacy and use a variety of resources to help deliver these. These resources include Fst Phonics, the North Lanarkshire's Active Literacy packs, magnetic boards and letters, as well as 'Big Writing' and other useful resources. Teachers adapt these resources and draw on a wide range of active methodologies to meet the needs of their pupils in order to raise attainment in literacy.

Successful active literacy parent workshops have been carried out to support parents in understanding of the Fast Phonics approach to language acquisition.

What about assessment?

Effective assessment is carried out with active literacy in the same way other areas are assessed building on the principles of Assessment is for Learning. Effective learning intentions and success criteria are evident through our classroom monitoring. There are a range of assessments included within the Active Literacy programme and pupils complete self and peer assessments in the different areas of spelling and phonics, reading and writing.

Curriculum for excellence suggests that assessment in literacy will focus on children and young people's progress in developing and applying essential skills in listening and talking, reading and writing. (Pg 6: Principles and Practice).

Active Literacy Development – what we use to enhance our provision

- Stages 1 – 7 – spelling and phonics, reading and writing
- Progression planning in skills
- Cluster moderation/ good practice meetings
- Education Scotland resources
- Speech and Language Therapists
- Early Years Officers
- Education Support Teachers
- Senior Management Teams and QIOs
- Schools Library Support
- Support for Learning Assistants
- Parents
- Bespoke support for schools
- Bespoke training for schools/ individuals
- CDT and and PTC sessions – focus on Spelling and Phonics, Reading and Writing
- Using ICT to support active literacy
- In- Service training
- Active Literacy and the Outdoor Environment
- Active Literacy – the links between Active Literacy and Big Writing
- Active Literacy support at Curriculum Development or PTC meetings
- Using Specialist Teachers/IDL (incorporating Art, Drama, P.E. and Music)
- Higher order reading skills/ Critical literacy (Education Scotland)
- Early Years – making effective transition links for literacy

Future Development of Active Literacy

To use moderation more extensively across our cluster

Staff to show clear progression planning and assessment tracking referring back to principle and Practice Papers, Progression planners and annotated diagrams.