



**Udston Primary School
Literacy and English Position Statement
August 2017**

Rationale and Aims

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. Language is itself a key aspect of our culture. Through language, children can gain access to the literacy heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

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 foundation for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Learning and Teaching Approaches

Staff have been trained in using North Lanarkshire Council's Active Literacy Programme. Active Literacy is an approach which is underpinned by evidence based research and focuses on reading, writing, talking and listening. Through this approach, children are engaged in active and challenging tasks using a variety of exciting materials including magnetic letters and boards. In the early stages of Phonics and Spelling, children are taught to read, make, blend and write words using the 'five finger approach' Say, Make/Break, Blend, Read, Write. Children also learn and identify strategies which help them read and spell common and tricky words. As they progress through the school, the programme builds on what has been taught before and children are encouraged to continue to develop strategies for help with spelling and are also introduced to spelling rules.

In the infant stages of the school, the Reading element of Active Literacy does not consist of using a reading scheme. Instead a book banded approach is adopted. Books from a range of publishers and authors, covering fiction and non-fiction, with variation in style and content, are graded in a colour system. The children can then be working on any book in the colour banding, therefore being exposed to a wide variety of books. As children move up the school, the reading programme focuses on developing children's Higher Order Thinking and Comprehension Skills using novels and non-fiction texts.

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. In addition to our Reading programme, children will also have access to a variety of texts through our school Library which will further develop positive reading attitudes and behaviours.

All children are taught writing in a variety of ways and across a variety of contexts, linked to the ongoing learning in the school. Children are given opportunities to write on a daily basis, as well as a weekly 'taught' lesson. Throughout the week there are also opportunities to link writing to interdisciplinary learning. To facilitate this, pupils record their writing in three ways: Daily Writing, Taught Writing and Writing Across the Curriculum.

Pupils

All learners will:

- experience a curriculum which is rich in good Literacy experiences and opportunities which promote better outcomes for children.
- access experiences which improve literacy skills and attainment in language.
- apply their Literacy skills in a range of contexts across the curriculum.
- experience learning and teaching approaches that stimulate, challenge and meet individual needs.
- learn with teachers who use a broad, skilful range of approaches and strategies which deepen understanding for all learners.
- access appropriate resources and technologies which enhance learning opportunities in Literacy and English.
- engage in a variety of collaborative and independent approaches to learning.

Parents/Carers

Parents and carers are encouraged to take an active role in their child's learning in Literacy and English. We provide parents with access to information about their child's progress and what they will learn next through our Sharing the Learning events and formal reporting. This will enable them to support their children's Literacy development.