



Milton Primary School
Literacy Position Statement
February 2022



Rationale and Aims

“Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate, increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.” (*Education Scotland*)

In Milton Primary School we recognise the fundamental importance of Literacy all areas of learning. Reading, Writing, Talking and Listening lay the foundation for lifelong learning and work; they allow children to access all curricular areas and by being literate, all learners will be able to embrace a wider range of opportunities in all aspects of life.

“Language and literacy are of personal, social and economic importance...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.” (*Education Scotland*)

At Milton Primary School, it is our aim to ensure that all there are shared, high expectations for all learners and that we provide a variety of opportunities to develop their Literacy skills for learning, life and work. Through a consistent whole-school approach we aim to engage and motivate all learners and encourage a life-long love of Literacy.

Curriculum

Curriculum for Excellence has structured Literacy and English under three main organisers:

- Talking and Listening
- Reading
- Writing

Learning and Teaching approaches

In Milton Primary School we use a range of resources and materials to engage and motivate learners in Literacy.

For reading, spelling and talking and listening, we have adopted the Active Literacy approach to developing skills through methodical, yet active, lessons from Primary 1 to Primary 7. All staff in Milton Primary School have been trained in using the Active Literacy programme and are aware of the methodology behind the it. This ensures consistency in our approach to teaching Literacy throughout the school. Through this whole-school approach to reading, spelling and talking and listening, all learners are able to learn and develop new skills at an appropriate pace whilst being challenged. This ensures that they continue to make effective progress at all stages.

As part of the Phonics and Spelling aspect of the Active Literacy programme we teach learners to read, make, blend and write words using the ‘Say, Make/Break, Blend, Read and Write’. Throughout each stage of the programme, children learn and identify strategies which help them to read and write common and

tricky words. The programme builds on what has been taught at the previous stage. This leads to pupils identifying and learning strategies to support them with spelling rules and words that they may find tricky.

The Reading element of Active Literacy is based on a book-banded approach. Book-banding involves all books, from a range of publishers and authors, being graded in a colour system. In Milton Primary School we use the book-banding system with Primary 1 to 4. Pupils are graded and then put onto the appropriate level of text. We use a range of book-banded fiction and non-fiction texts to ensure all learners have a wider range of experiences to fully develop their reading skills. Following on from the book-banded approach, the reading programme will develop children's Higher Order Thinking skills and Comprehension skills using novels as well as non-fiction texts.

Throughout their education, children and young people should experience an environment which is rich in language. All learners in Milton Primary School are encouraged to spend time with stories, literature and other texts. Pupils regularly use our school library to select books to read in class. They also enjoy visits from librarians throughout the year and visit our local library in Lesmahagow. Teaching staff also have access to a wide range of ebooks and book studies to develop a love of reading in all learners.

All children are taught writing in a variety of ways through a wide range of different contexts and using a range of resources. In Milton Primary School, writing strategies can be taught discreetly, through a curricular area or as part of interdisciplinary learning. Children are taught about imaginative, functional and personal writing. Imaginative writing includes story writing, functional writing includes writing letters or instructions and personal writing is about the child and their own experiences. Children are given the opportunity to write on a daily basis and taught writing sessions occur at least once per week. Topic and/or interdisciplinary learning occurs on more than one occasion throughout the week.

Pupils

The learners in Milton Primary School experience a curriculum which has rich Literacy experiences and opportunities which promote better outcomes for all learners. All pupils experience a variety of opportunities that enable them to develop their Literacy skills and raise their attainment in Literacy throughout a wide range of contexts. Learners are encouraged to use technology as part of their Literacy curriculum, including using Chromebooks and iPads for writing activities as well as for playing interactive games that develop skills in reading and spelling. Technology is also used to provide challenge and support to ensure all learners meet their full potential. Pupils can celebrate their success and achievements in Literacy during our Wonderwall assemblies.

All Literacy learning experiences are challenging and meet individual pupil needs. Teachers ensure that they use a broad range of approaches and strategies which will deepen understanding for all learners. During all Literacy lessons, Learning Intentions and Success Criteria are established and pupils are given quality feedback to ensure they know the next steps in their learning. Pupils are encouraged to self and peer assess Literacy tasks and teachers use questioning effectively to allow learners to reflect on their learning and to make effective progress.

Parents/Carers

Parents and carers are encouraged to take an active role in their child's learning in Milton Primary School. In the Early stages, parents and carers support the learning in school by revising sounds and common words with learners. As pupils progress through our Literacy programme, we will work in partnership with parents and carers to ensure all learners are given any necessary support to develop their reading, writing, spelling and talking and listening skills. We will endeavour to provide parents with access to information about their child's progress and what they will learn next through Parent and Teacher workshops, showcases of learning and parent consultation evenings. Parents and carers will be able to track the progress of their children through target setting and through termly snapshot jotters which will reflect the Literacy work completed in class.

Review Date - February 2023