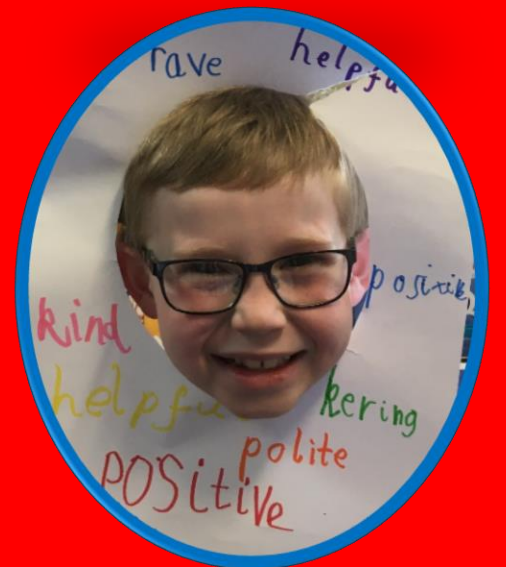




2022/2023

# Crosshouse Primary School & Early Learning & Childcare (ELC)



# Literacy Strategy



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## Introduction

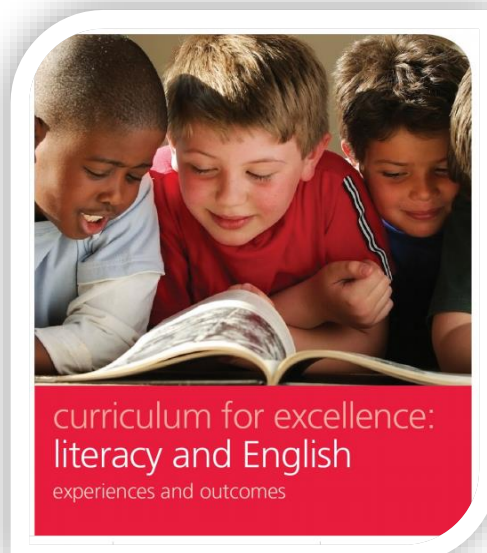
Literacy is defined within Curriculum for Excellence as 'the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful' (Curriculum for Excellence, Literacy and English Principles and Practices, 2009)

### Definition and Significance of a Literacy Curriculum

Curriculum for Excellence Literacy and English principles and practice promotes a literacy curriculum that enables learners to embrace the 21st century. As practitioners, consideration must be given to the range and differing forms of language that children and young people will experience and use at home and in school. Literacy must also be seen as a fluid concept that takes into account the pace and format information is shared. Literacy curriculums should therefore promote the development of skills in children and young people to use language, particularly those that are used regularly by everyone in their everyday lives.

Curriculum for Excellence further highlights how 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."

At Crosshouse, we are mindful of the underpinning pedagogical approaches which inform our literacy planning. Our literacy curriculum aims to provide learners with a holistic approach to developing the necessary skills for each strand of literacy – writing, reading, listening and talking. High quality learning experiences are essential for learners to successfully learn, use and understand language. It is central to the values of Crosshouse Primary that learners can access all areas of the curriculum and develop a knowledge and understanding of the wide range of vocabulary that is linked to each curricular area. Curriculum for Excellence experience and outcomes and benchmarks are used to inform planning and guide learning and teaching experiences so that they are relevant to the age and stage of learners.



## What are our Guiding Principals at Crosshouse Primary & ELC?

At Crosshouse Primary School, children are at the heart of an inclusive community where they can achieve success for today and prepare for tomorrow by attaining, believing and achieving. Our Literacy Curriculum is at the core of our teaching and learning and promotes a creative, relevant and engaging teaching environment.



### Curriculum for Excellence Principles and Practices

"The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture."

### South Lanarkshire

South Lanarkshire Council Literacy Strategy underpins the Principles and Practices set out in the Curriculum for Excellence Framework. It aims to;

- Improve levels of literacy and attainment in language
- Ensure all children and young people experience a rich literacy curriculum to promote better outcomes
- Promotes partnership working
- Ensures all stakeholders are aware of the impact of socio-economic factors on literacy development
- Promote the development of early literacy skills
- Support literacy intervention in the early years
- Ensure all staff have developed the appropriate skills and knowledge for effective teaching in literacy

### Crosshouse

At Crosshouse, we have developed a holistic literacy skills-based curriculum, which is underpinned with the values from Curriculum for Excellence and South Lanarkshire Council. Our literacy curriculum aims to develop all strands of literacy so that learners are able to make links between each area and to other areas of the curriculum.

Our literacy curriculum has been a priority as part of the school improvement plan for several years. The literacy curriculum has undergone a rigorous evaluation process to challenge and improve learning and teaching approaches to literacy across all stages;

2015 /16– Higher Order Reading programme implemented to develop comprehension skills.

2016/17 – Listening and Talking curriculum designed and implemented to develop oracy skills.

2017/18 – Introduction of Talk for Writing approach to teaching writing. Investment in whole school reading spine.

2018/19 – Literacy Pathway introduced for all areas of literacy for each stage. New writing criteria devised to assess writing based on Literacy pathway and Talk for Writing Pedagogies.

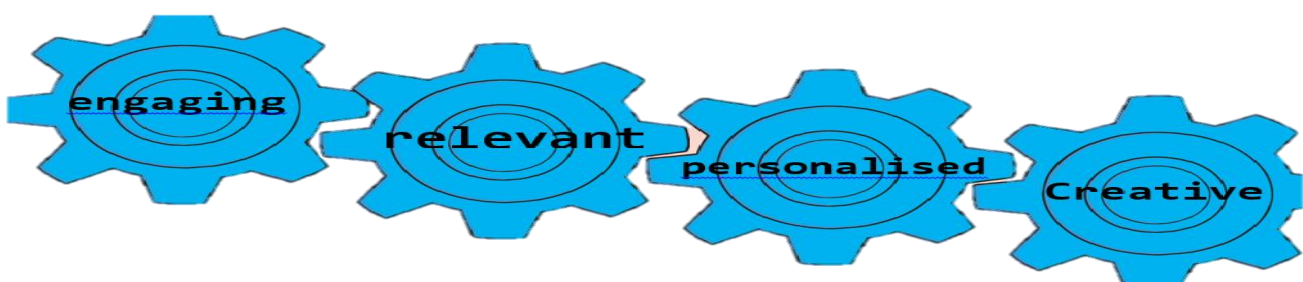
2019/20 – Phonics and spelling programme, based on North Lanarkshire methodologies, implemented across all stages.

2020/21 – Review of all areas of literacy and holistic literacy planning and progression approach finalised. Review of infant reading books and investment into First News to continue to build Crosshouse Primary's reading scope.

2021/2022 – Collins Big Cat Reading books and banding assessments implemented for stages 1 - 3.

## Learning & Teaching

Successful learning in literacy is dependent on high quality teaching & learning. Children are at the heart of excellent learning and teaching at Crosshouse Primary School & ELC. Our literacy curriculum is based on 4 revolving, connecting cogs which are underpinned by effective pedagogies to teaching and learning in literacy.



We will continue to use the most relevant teaching and learning approaches which are best suited to the age and stage of our learners. For younger children in particular, a wide and varied range of learning opportunities, including active, play based and outdoor learning approaches will continue to be implemented to deliver the literacy curriculum. Teachers plan relevant learning experiences for children, making links to interdisciplinary learning where possible. Learners are encouraged to be involved as much as possible in decision making e.g., novel to read.



## What teaching pedagogies underpin the literacy curriculum at Crosshouse Primary & ELC?

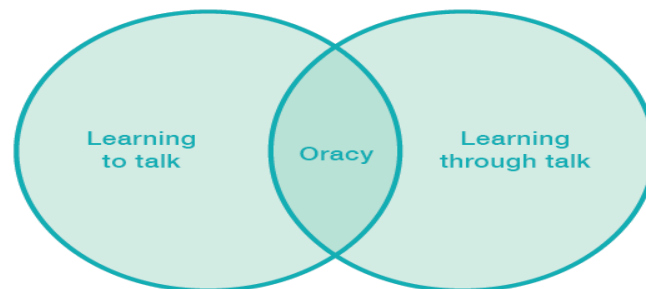
### Listening and Talking

Listening and Talking is taught using a skills based approach developed by the literacy improvement group at Crosshouse Primary. The approach is based on research which recognises the importance of developing effective oracy skills;

'Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language' (Voice 21)

Using this approach, the aim is to;

- Make listening and talking skills explicit in the classroom.
- Provide learning approaches for effective teaching of listening and talking skills.
- Provide a link between listening and talking, reading and writing.



### Listening and Talking Skills

Listening and Talking Skills are introduced from Early Level to Second Level following the literacy pathway. The Pathway is a framework which is designed to introduce learners to each of the listening and talking skills individually, to ensure breadth of learning, then in connection with each other to achieve depth of learning;

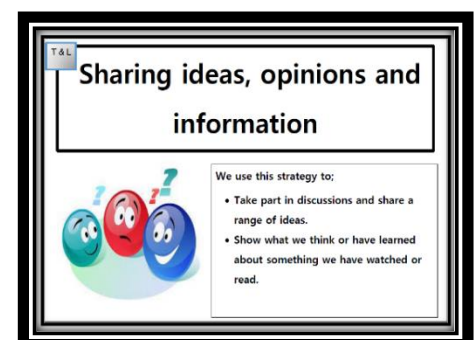
Early Level – Introduction to initial listening and talking skills

First Level – Introduction to all listening and talking skills

Second Level – Selecting and applying a range of listening and talking skills

Learners receive direct or indirect teaching weekly to develop 11 key listening and talking skills;

- Share ideas, opinions and information
- Build on others' ideas and opinions
- Give reasons for ideas and opinions
- Ask and Answer questions
- Speaking Clearly and with Confidence
- Listening to others
- Use body language, gestures and eye contact
- Summarising and Paraphrasing
- Notetaking, Organising and Sequencing
- Creating and Presenting
- Register, Language, Tone and Pace.



## Phonics and Spelling

At Crosshouse Primary, we understand the importance of delivering effective phonics instruction to develop skilled, fluent and confident readers and spellers. The North Lanarkshire Phonics approach underpins the teaching of phonics and supports learners to actively develop their;

- Phonological awareness
- Phonic knowledge (sounds)
- Grapheme knowledge (letters)

Through engaging in high quality systematic phonics instruction learners are introduced to the 42 main phonemes and their representations. A multisensory approach is used to teach phonics using sound, sight, spoken and written methods. Each stage receives direct phonics instruction weekly with a specific focus on phonic knowledge, spelling rules or common words. Learners develop a wide range of strategies to identify, read and apply phonics in their reading and spelling. Phonics instruction is reinforced throughout the week by differentiated and engaging tasks that allow learners the opportunity to apply what they have learned;

- P1 – introduced to all single sounds (short) and initial digraphs (joined sounds - long) – ee, oo, sh, ch, wh, th, ck, ai, oa, oy, ng, ph, qu.
- P2 – revision of stage 1 – introduced to representations of vowel digraphs – for example ai and ay, oi and oy, ea and ee, split sounds a-e, e-e, i-e, o-e, u-e, double constants ff, ss, ll and silent letters kn and mb
- P3 – revision of stage 2 – introduced to further representations of vowel digraphs – for example ai, ay, ea, ey and ee, ea, ie, soft sounds - i.e. soft c and g, hard sounds -i.e. ch (chorus), and silent letters.
- P4 and P5 - Introduced to all representations of each phoneme; for example the phoneme ae – ay, ai, a-e, ey, ea, spelling rules, for example silent 'e' and plurals. Focus is on making a stronger link between sound placement and using the correct letter grouping when spelling words that use the same sound.
- P6 and P7 – Affixes, contractions, homophones, confusions and spelling rules, for example – change the y to an i.

Effective phonics instruction is key to the development of reading and spelling with accuracy. It is important that learners are able to;

- Recognise the sounds of individual letters.
- Link the sounds to the written form of the letters.
- Listen to a word and hear the discrete sounds within the word.
- Blend together sounds in order to read words.

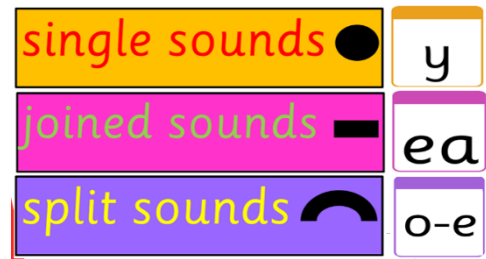
(South Lanarkshire Council)

As learners develop their knowledge of phonics and representations, letter shapes and patterns they begin to develop sound to print knowledge which enables learners to develop fluency in writing and spelling.

## Spelling Strategies

Learners at Crosshouse develop a range of spelling strategies to help them segment and blend words. As they develop their knowledge of letter groupings that make the same sounds, learners begin to select the correct sequence of letters when spelling. Learners develop the knowledge and understanding to identify;

- Single sounds
- Joined sounds
- Split sounds

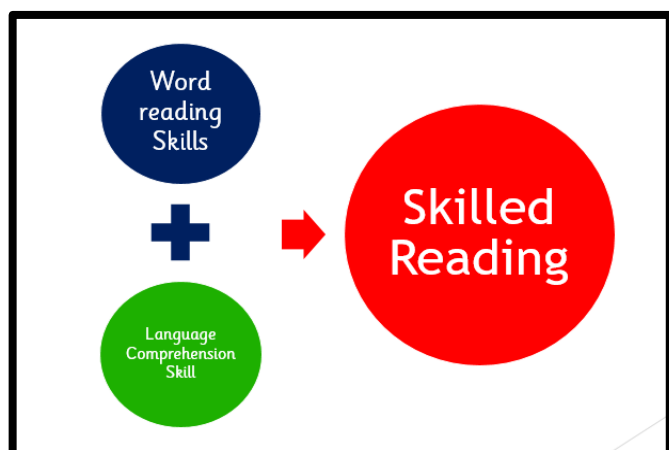
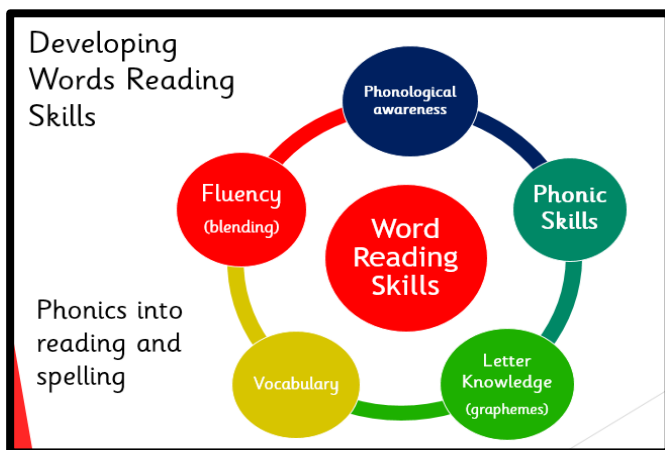


Learners are provided opportunities weekly to explore and investigate their spelling sounds to make words and spelling memorable and fun using;

- Magnetic sound boards
- Say, make, Break, Blend, Read and Write techniques
- Elkonin boxes to segment and blend
- Onset and Rhyme
- Diacritical marking
- Syllables
- Play based games



It is also important that learners develop comprehension skills alongside their word reading skills to become skilled readers



## Reading

At Crosshouse the teaching of reading does not just focus on developing learners' knowledge and understanding on the mechanics of how to read or how to recall what they have read or listened to. It is essential that learners are also equipped with the skills on how to understand and construct meaning from a text. Our higher order reading approach aims to;

- Equip learners with **strategies** to help them to know **how to understand text**.
- Model to learners how to actually **engage** with text for meaning.
- Make the **reading process explicit** by making higher order reading skills visible so that learners understand the meaning behind text and are not expected to just 'get it'.

### HIGHER ORDER READING



### CFE READING STRATEGIES

(Stonelaw Higher Order Reading)

It is important to note that at Crosshouse we believe in not using a resource driven approach to teach reading but instead delivering a skills-based literacy curriculum using the higher order reading skills framework, alongside a wide variety of rich texts, to develop effective reading skills in learners.

## Higher Order Reading Skills

Higher Order Reading Skills are introduced from Early Level to Second Level following the literacy pathway. The Pathway is a framework which is designed to introduce learners to each of the higher order reading skills individually, to ensure breadth of learning, then in connection with each other to achieve depth of learning;

Early Level – Introduction to initial higher order readings

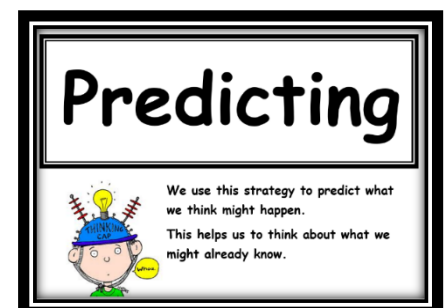
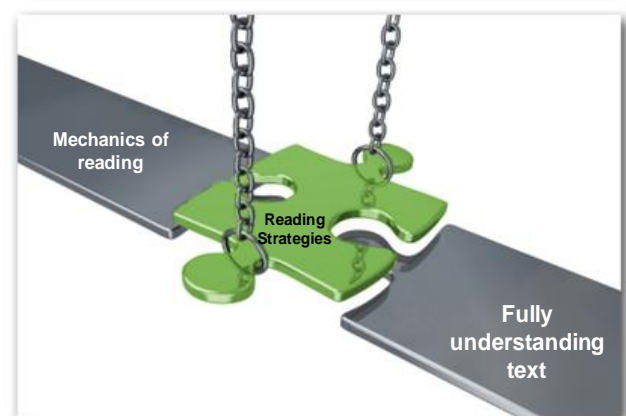
First Level – Introduction to all higher order reading skills

Second Level – Selecting and applying a range of higher order reading skills

Learners receive direct/indirect teaching weekly to develop 12 key higher order reading skills;

- Predicting
- Connecting
- Questioning
- Skimming
- Comparing
- Visualising
- Clarifying
- Inferring
- Synthesising
- Scanning
- Determining Importance
- Summarising and Paraphrasing

## CFE- BRIDGING THE GAP





## Crosshouse Primary Reading Spine

At Crosshouse Primary we believe that learners should have access to a wide range of high quality literature to develop their reading skills and to be surrounded by a word rich environment.

Learners at Crosshouse are provided with a reading scope so that they have the opportunity to read a wide variety of texts and genres for learning and pleasure;

Nursery – P3 – Collins Big Cat, Pie Corbett Reading Spine, First News, Dandelion Launchers

P4 – P7 – Literacy World, Pie Corbett Reading Spine, First News.

In addition, a multimodal approach is used during literacy teaching and learners are exposed to a variety of text during daily teaching and learning as defined by Curriculum Excellence below;



### Examples of texts

**novels, short stories, plays, poems**  
**reference texts**  
**the spoken word**  
**charts, maps, graphs and timetables**  
**advertisements, promotional leaflets**  
**comics, newspapers and magazines**  
**CVs, letters and emails**  
**films, games and TV programmes**  
**labels, signs and posters**  
**recipes, manuals and instructions**  
**reports and reviews**  
**text messages, blogs and social networking sites**  
**web pages, catalogues and directories**

## Writing

At Crosshouse Primary the teaching of writing focuses on children learning to internalise and recall well known stories and to build knowledge of a bank of story types and structures. The Talk for Writing pedagogy underpins the teaching of writing at Crosshouse. The central idea is to furnish learners with 'rich experiences' and a 'language bank' through exposure to a wide range of stories, rhymes and poems. This enables learners to develop language acquisition and 'a store of story patterns' that they can access to create their own writing pieces. The key aims of Talk for Writing is to;



- Learn language through imitation, innovation and independent application.
- Learn language through memorable, meaningful, repetition.
- Use specific language repetitively in a range of contexts.
- Ensure vocabulary is memorable by using expression and actions as we speak.
- Ensure vocabulary is accompanied by explanations so that learners begin to understand what a word or expression means.
- Progression in language acquisition is achieved through modelling, recasting and extending.

(Pie Corbett & Julia Strong, 2016)

'If I can think it, I can say it. If I can say it, I can write it. If I can write it, I can read it'

## Handwriting

At Crosshouse handwriting is explicitly taught through all stages as learners begin to transfer sound to print. Instruction is provided on how to form lower and upper and lower case letters to the correct shape and height. Handwriting lessons also focus on helping learners to develop;

- Balance and postural control
- Ability to move rhythmically
- Eye-motor control
- Arm/hand stability and finger dexterity
- Directionality (left to right)
- Attention and concentration
- Pencil grip
- Finger spacing
- Letter placement
- Ascender and descender formation
- Letter joining



Handwriting is linked to the weekly phonic/spelling focus to make learning meaningful and tasks allow learners to practise their handwriting skills in a creative and engaging environment. Crosshouse places high importance on all work being presented in neat and legible manner using the skills learned.

## Vocabulary and Grammar

At Crosshouse Primary word rich environments are created to furnish learners with a range of vocabulary to develop word recognition and comprehension. Vocabulary acquisition is divided into 3 tiers –

Tier 1 – Words that are used in everyday speech and do not normally require direct teaching instruction. For example clock, baby, happy.

Tier 2 – High Frequency words that appear in a range of texts and speech that require direct teaching instruction. For example fortunate, magnificent, frightened.

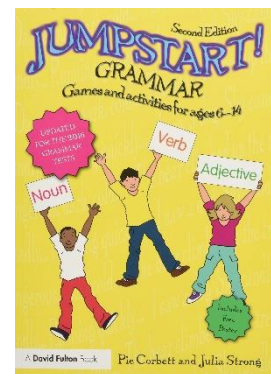
Tier 3 – Uncommon subject specific words that are best learned in the context that they appear. For example continent, atom, carnivore.

Teaching vocabulary is about 'brining words to life' for learners by supporting learners to explore and make meaning from words in their environment in a creative way (Isabelle Beck, Margaret G. McKeown & Linda Kucan, 2013).

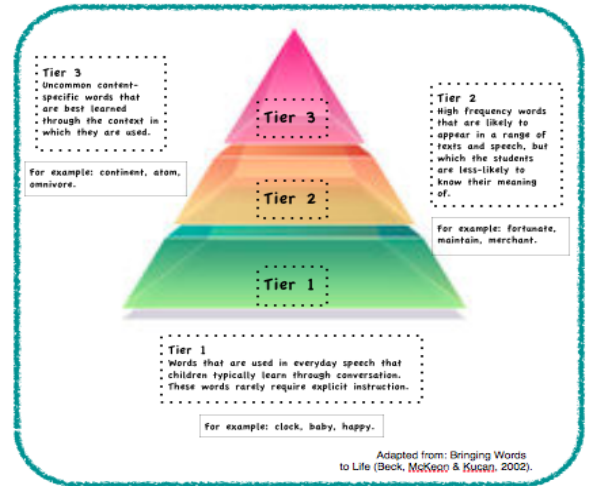
Grammar is taught as an active process and is linked to the teaching of reading and the Talk for Writing pedagogy used to teach writing. Learners are provided opportunities to develop their knowledge of different types of words and their functions, for example what is an adjective and how best to use it in a sentence. Through learning about grammar learners develop the skills to;

- Choose the right word for the job
- Construct and manipulate sentences for different effects
- Tie texts together so that writing is linked and flows

(Pie Corbett & Julia Strong, 201)



Grammar and vocabulary teaching permeates the whole curriculum and is taught directly during writing lessons and indirectly during other curriculum areas such as maths and science. Display walls in each classroom are used to create a word rich learning environment and to support learners when writing.

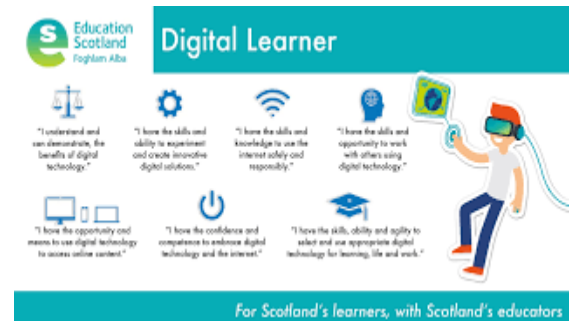


## Digital Literacy

Digital literacy is defined as something that;

"encompasses the capabilities required for living, learning and working in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and work. It encompasses the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology."

HGIOS4 (Education Scotland, 2015, p.58).



At Crosshouse Primary digital learning aims to develop learners' knowledge, skills and abilities in;

- Digital tools that enhance learners learning, for example I-pads, Chrome books etc.
- On-line communication, for example Google Classroom
- Creating texts using different media, for example power point, video
- Locating and using information from reliable sources using search engines
- Copyright and ownership
- Health and Wellbeing and Online safety
- Sorting and Ordering Information and Data
- Using Microsoft applications such as word and excel
- Terminology linked to digital tools for example – space bar, tool bar etc.
- Analysing online content

## Outdoor learning

Outdoor learning is underpinned by the principles and practises of Learning Through Landscapes which aims to 'enable children to connect with nature, be more active, be more engaged with their learning, develop their social skills and have fun.'

At Crosshouse, work continues to develop areas for purposeful outdoor learning and play. Resources and natural materials are used to provide learners with enriching environments for outdoor play. The natural environment is used to support the development of literacy using creative and engaging experiences to promote reading, writing and listening and talking skills.

Outdoor learning also provides a context for 'practical real-life experiences' that develop skills in problem solving, teamwork and thinking skills.

(Learning through Landscapes, <https://www.ltl.org.uk/>)





## What does the literacy curriculum at Crosshouse Primary & ELC look like?

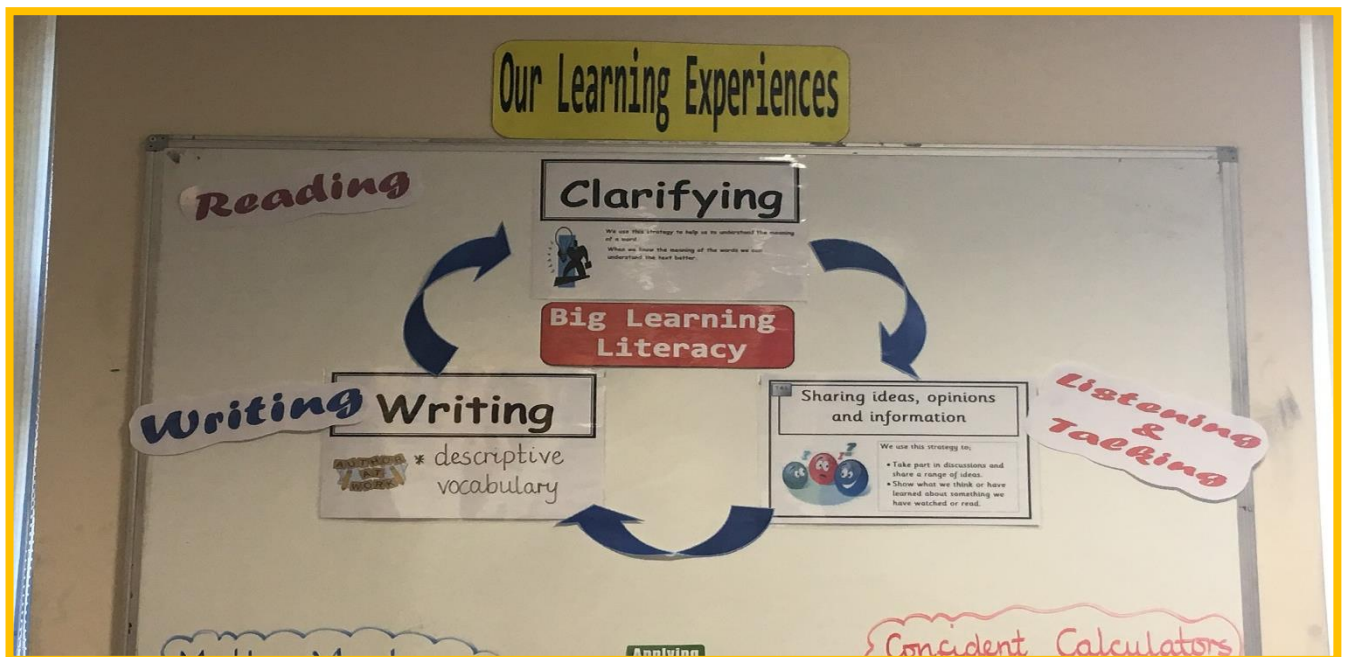
Our literacy curriculum at Crosshouse is a holistic skills-based approach. Each week a core reading, listening and talking or writing skill is set as the 'big learning'. This is accompanied by a spelling sound or rule. Direct teaching is delivered for the spelling sound and key literacy skill for the week and is linked to the relevant skills from each strand of literacy.

**BIG  
LEARNING**

For example; the 'big learning' is the reading skill 'clarifying'. This is linked to the listening and talking skill 'sharing ideas, opinions and information' and the writing skill 'descriptive vocabulary'.

The skills are displayed within the classroom to make explicit to learners the main skill focus for the week.

### Weekly Displays- Skills based



### Teaching approaches

Literacy lessons are underpinned by the teaching pedagogies detailed in this literacy strategy and are delivered using a range of high-quality teaching approaches. Literacy lessons are built on our learning and teaching values ensuring each lesson is engaging, relevant, personalised and creative. We seek to develop the creativity of our learners by providing purposeful and enriched learning opportunities for learners to develop the 4 core creativity skills: curiosity; open-mindedness; imagination and problem solving. We achieve this by providing practical activities and play, by providing tasks which encourage learners to be creative thinkers, by providing problem solving tasks, by providing opportunities for learners to collaborate and celebrating success in creativity.



## Literacy lessons organisation – this applies to all classes including ASN.

- Direct teaching weekly of phonics/spelling sound and key literacy skill – either reading, listening and talking or writing.
- Independent learning – learners provided with a range of opportunities to apply the skills they have learned independently using a multi-sensory approach – play based learning, written, outdoor learning and ICT. Tasks are progressive, varied, differentiated and appropriate to age and stage of learners.
- Writing once per week linked to class novel or topic.



## **Quality Assurance- assessment & moderation**

- Formative assessment daily – verbal or written feedback from class teacher, self-assessment, peer assessment.
- Learners engage in daily discussions of the Learning Intention and co-construct Success Criteria.
- Learners are encouraged and supported to use Success Criteria to evaluate their learning and set next steps.
- Summative assessment for reading, spelling, listening and talking and writing completed once for each term.
- Summative assessments are moderated at each stage and data analysed to identify any gaps in learning.
- Effective approaches to teaching literacy continually moderated and developed as part of the school improvement plan.
- Teachers and SSAs members regularly attend literacy training courses for the teaching approaches delivered within the school.
- Moderation of Literacy approaches and activities at staff meetings.

## Literacy Intervention

Assessment data is analysed regularly to identify learners who require additional support with literacy attainment. This can be provided in class through additional teacher support or targeted support out with the classroom setting. At Crosshouse we have many teaching approaches that are used to provide additional support for literacy including;

- 5-minute box/5-minute box 2
- Catch up literacy
- Echo Reading/Paired Reading
- Change of reading texts
- A range of concrete resources to support teaching and learning in literacy



## Next Steps:

- Continue to implement Talk for Writing pedagogy with focus on planning
- Continue to develop 5-minute box training
- Continue to develop digital literacy and outdoor learning approaches
- Review and moderate writing assessment criteria
- Continue to develop staff knowledge of effective approaches to literacy
- Continue to purchase whole class novel sets

# Literacy Strategy 22/23

Supporting Continuity of Learning for all by 'Attaining, Believing & Achieving'



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**Attain,**   
**Believe &**  
**Achieve**