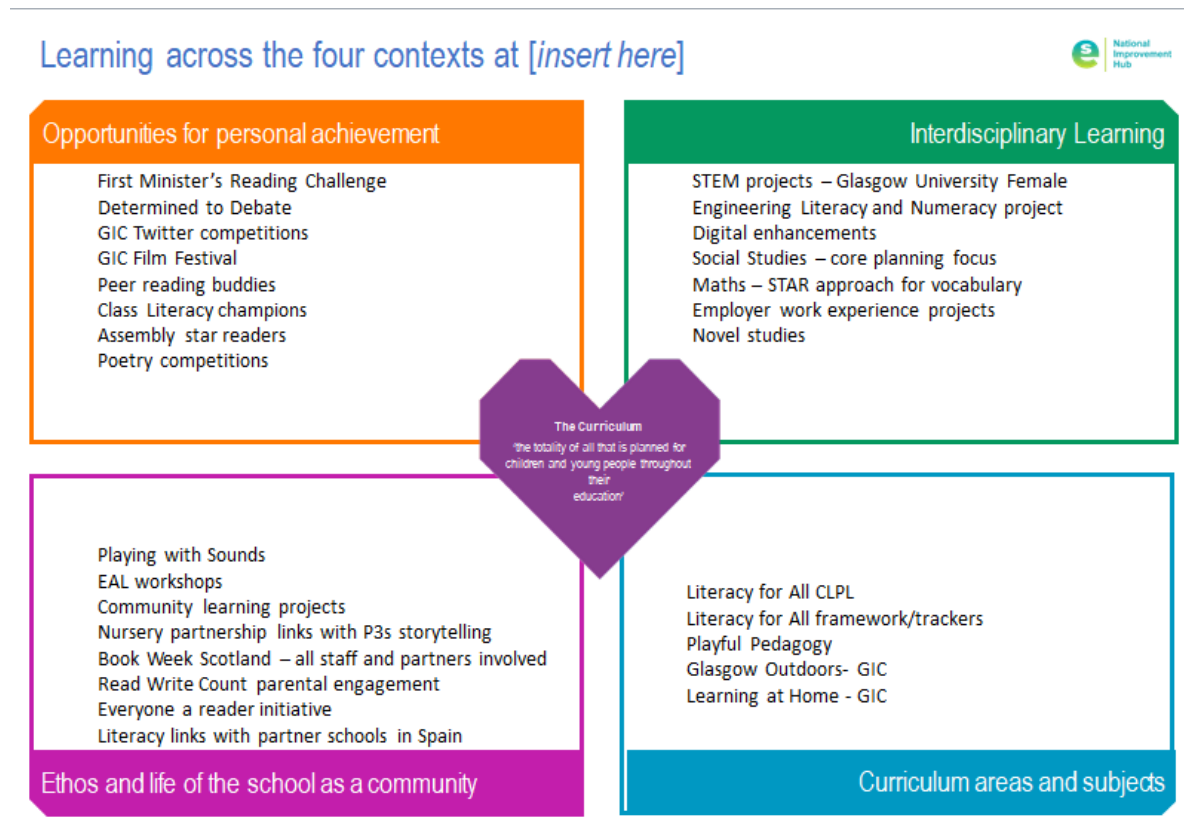# Riverbank Primary Literacy for All Policy

At Riverbank Primary, we are confident that our Action On Achievement will enable our learners to: *engage with and create a broad range of texts, including Scottish and Scots texts, use reading and listening strategies to understand, analyse and evaluate texts; find and use information, develop critical literacy skills, including evaluating sources; write with increasing accuracy, making effective use of spelling, grammar and punctuation; create texts of increasing complexity using more sophisticated language and develop and use higher-order thinking skills.*

Literacy is the responsibility of all; therefore we commit to making the most of Literacy learning opportunities, including Literacy across Learning.

Assessment is both formative and summative, and information is used to ensure that learners' needs are met. In addition to on-going observation, reading assessments are carried out bi-annually and writing assessments are used each term to help formulate next steps. *Primary one pupils are assessed in Term One using observational assessment adapted from Ready Steady Read that helps us to provide the right level of balance or support.* Differentiation is evident in our planning, and we use a variety of tools to help SI (Staged Intervention) learners achieve at an appropriate level. We make good use of the benchmarks and the LfA trackers to plan assessments collegiately and to enhance dialogue around attainment. Our assessment jigsaw highlights the main tools and opportunities we use to measure progress and make secure professional judgements
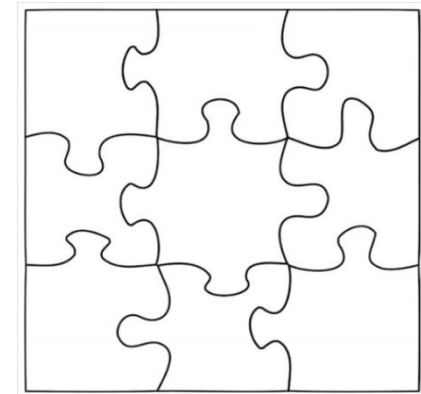
Across the school, we ensure that Literacy is an integral part of the four contexts for learning: we have a range of opportunities that enhance personal achievement, and we value and plan for interdisciplinary learning as a way of developing breadth, challenge and application. Literacy is embedded in the life and work of our school community. The four contexts help develop our learners' knowledge, skills and attributes

Learning across the four contexts at [*insert here*]

Opportunities for personal achievement
- First Minister's Reading Challenge
- Determined to Debate
- GIC Twitter competitions
- GIC Film Festival
- Peer reading buddies
- Class Literacy champions
- Assembly star readers
- Poetry competitions

Interdisciplinary Learning
- STEM projects – Glasgow University Female Engineering Literacy and Numeracy project
- Digital enhancements
- Social Studies – core planning focus
- Maths – STAR approach for vocabulary
- Employer work experience projects
- Novel studies

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

- Playing with Sounds
- EAL workshops
- Community learning projects
- Nursery partnership links with P3s storytelling
- Book Week Scotland – all staff and partners involved
- Read Write Count parental engagement
- Everyone a reader initiative
- Literacy links with partner schools in Spain

- Literacy for All CLPL
- Literacy for All framework/trackers
- Playful Pedagogy
- Glasgow Outdoors- GIC
- Learning at Home - GIC

Ethos and life of the school as a community

Curriculum areas and subjects

Literacy for All

We use the GCC Literacy for All approaches across the school and our staff team undertake high quality CLPL on a regular basis and update their professional development in line with our School Improvement Plan. CfE and the LfA trackers are embedded in our collegiate planning process in order to meet the standards within the experiences and outcomes. Learners access and explore a wide range of texts, including multimodal texts. Digital enhancements are used to increase engagement, improve learner experience and meet needs.

We deliver breadth, challenge and application by:

- providing staff with guidance on a balanced Literacy timetable;
- referring closely to the Experience and Outcomes in our planning;
- specifying underlying challenge found within outcomes in our planning;
- making use of increasingly complex texts;
- encouraging independence;
- providing opportunities to apply skills in a variety of contexts.

Literacy for All

Reading Strategies P1-2

Look at the pictures

Read the title

Think about what you know already

Look at the length of the word

Read again

Look at punctuation . , ! ?

Ask questions

Make pictures in your head

Predict

Read the blurb

Look at first letters — and

Sound it out

Think of word families — hat mat rat

Read on

Does it make sense?

Re-read

Chunk it

Look at last letter — cat

Look for patterns

Reading strategies P3-P7

**Reading Strategies &
Close Reading @ Riverbank**

Day 1: Prior Knowledge & New words and phrases.

Day 2: Comprehension Questions: Literal, inferential, evaluative

Day 3: True/False/Can't tell.

Day 4 : Main idea(s)/Summarising

Reading	
Organiser	Action
Enjoyment and Choice	• Enjoyment and Choice guidelines and resources on shared area. Clear processes for enhancing enjoyment of a variety of texts, e.g. passports, social reading activities. Whole school reads– not silent reading – social reading or recommended task. First Minister's Reading Challenge promoted annually. • School library – Timetables on shared area for staff. Library sessions to be teacher led. Children to use library on regular basis – this included using the materials provided to promote books read and to widen reading preferences, e.g. posters, bookmarks, author/theme of the Term/Month displays and discussions. • Enjoyment and Choice book boxes – each class provided with box/boxes of books, to be kept separate from school library stock (Glasgow Library services). • Scottish Book Week and World Book Day – teachers are provided with resources and events held to raise the profile of reading, e.g. reading café. • Scots Language – P3 and P6 to do a block in January – resources to follow. Scots texts explored where appropriate for other classes. GIC LfA Scots materials on GLOW • Read, Write, Count – parental workshops and class activities annually
Tools	• Core reading – Storyworlds for reading ages approx. 4-7. Big Cats and Literacy World as core for approx. ages 7-12. Big Cats titles replenished 2021. Guidance and resources on shared area. Variety of additional texts to be used to complement scheme – children will not only use Storyworlds/Big Cats/Literacy World. Cyclic focus on fiction and non-fiction. • Phonics and grammar – North Lanarkshire Active Literacy Phonics and Common Words programme utilised across the school. See guidance on phonics/common words pace and key messages on shared area. Upper school using punctuation and grammar guidelines from shared area, plus punctuation and grammar progression guidance. GDSS strategies to be used in all classes as matter of routine *where necessary. • Reading strategies – Wealth of information on shared area in Literacy for All folder. All P3-7 teachers to use before, during and after reciprocal reading strategies as a matter of routine. Guided reading grids issued to staff to complement this. Almost all children should be able to speak confidently about metacognitive strategies they use as thinking readers. P1-2 teachers can use Reading Tools (shared area) in addition to LfA Early Reading materials. • Film Literacy – Before, during and after watching approach used regularly. GIC LfA film lessons and ideas on shared area. Particular focus Feb for GIC Film Festival. • Balance – all children will experience a balance of shared, guided and independent reading tasks.

Reading	
Organiser	**Action**
Finding and Using Information	**Note making –** reading strategies folder on shared area has guidance and resources for teaching this. Summarising skills also outlined in this folder. Introduced at P4 - see folder for progression **Non-fiction focus –** this area has a focus in Terms 1 and 4. Variety of non-fiction texts available through core readers and texts available on shared area. **Literacy Across Learning –** children apply retrieval and transformation of information skills regularly in different contexts. **Features of texts –** Children will be aware of aspects such as index, caption, glossary etc. Big Books used in lower school. See LfA trackers for breakdown of progression
Understanding, Analysing and Evaluating	**Main Ideas, inference and Compare and Contrast –** resources for all staff on shared area **Close reading –** Available on shared area- how to create effective close reading tasks. Increased focus on this in Terms 2 and 3. **Analysing and Evaluating –** HOTS resources on shared area to be tailored for regular use linked to specific texts. **Reading strategies –** children to explore fiction techniques used by authors specific to character and setting, e.g. similes, actions and speech. Posters, lesson packs etc on shared area in reading strategies folder. **Literature Circles –** all P3-7 children to use appropriate tasks regularly throughout the year. **Critical Literacy –**Critical Literacy skills taught specifically using L Ballantyne's suite of resources (Real and Relevant) resources found on shared area (second level). Film Literacy skills – guidance– see Film Literacy folder on shared area **Independent Reading –** all P4-7 resources on activities such as HOTS cards, reading dice etc…on shared area. **Novel studies –** resources for a variety of texts on shared area. Mindful balance between novel studies, non-fiction texts, digital texts and fiction texts

Literacy for All – Writing

Primary 1 Writing

Literacy for All – Writing

Primary 2 – Primary 7 Writing

Genre Focused writing: Planning & Assessment

All overviews and programmes are shown on **page 9**.

Planning:

As of August 2023, a new progression overview has been produced, in line with Glasgow Improvement Challenge and Literacy for All expectations. It is to allow all pupils to experience greater breadth and depth within their writing. This overview is stage specific for P2 – P7. It can be used in a linear termly fashion, as it is written, but staff are also able to have autonomy over when and how the genres are taught and assessed in order to align it with current IDL themes. In doing so, staff provide children with literacy rich experiences which allows writing to be at its highest level. There are also opportunities in which to teach alternative genres that are not formally assessed with Routes Through Writing, and teachers can plan for these at appropriate, teachable moments.

Assessment:

The genres shown in the writing overview have to also be assessed. Staff use Glasgow's writing assessment tool for this, 'Routes Through Writing.' For each genre, there is a formal assessment and staff note down the context and date that this is carried out. Teachers will record and retain this information and formal assessments will be shown in the Learning Story.

Tools for Writing (P3-7)

As of August 2023, a new Tools for writing programme is being used in Primary 3 – 7, with the opportunity for P2 to dip into when ready. This is to allow a constant and consistent input of the tools required to write. The framework below shows the layout of this and staff will complete these for 15 minutes a day that best fits their timetable (eg after lunch as a settler). On Friday's, children are given space for 'Free writing Friday' in order to encourage a passion for writing and to promote writing for enjoyment. These writing sessions are not marked but writing is shared at the end in order to promote positivity within writing.

Writing Overview (P2-7)

		Term 1	Term 2	Term 3	Term 4	Additional Genres (Please highlight any additional genres you cover in the correct termly colour)
First Level	Intro First (P2)	Sentence structure & Tools for writing (I.D.L based)	Character & Setting	Recount	Procedural	Other possible Genres: Report Explanation Persuasive
		Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	
	Mid First (P3)	Recount	Character & Setting	Report	Procedural	Other possible Genres: Persuasive Explanation Persuasive
		Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	
	End First (P4)	Recount	Character & Setting	Report	Persuasive	Other possible Genres: Explanation Procedural
		Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	
Second Level	Intro Second (P5)	Report	Plot (story)	Explanation	Persuasive	Other possible Genres: Recount Procedural
		Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	
	Mid Second (P6)	Report	Plot & Short story	Explanation	Argument & Discussion	Other possible Genres: Persuasive Procedural Recount
		Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	
	End Second (P7)	Explanation	Plot & Short Story	Persuasive	Argument & Discussion	Other possible Genres: Recount Report Procedural
		Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	Date: Context & Layout:	

Tools for Writing Programme (P3-7)

Tools for Writing – Lesson Starter order

All resources are available for these starters on the shared area: Literacy > Writing > Tools for Writing > Lesson Starters

They are all grouped into year groups and into each of the categories shown below.

Order of lesson starters	Monday	Tuesday	Wednesday	Thursday	Friday
Primary 3 - 7	Grammar	Punctuation	Connectives	Openers	Free writing session

Jolly Grammar:

Jolly Grammar for lessons starters should be a short and snappy revision of key grammar concepts. You are best to choose a book level at least 1 below where your children should be so that it acts as revision. If you want to do a grammar lesson in your week the resources are there to use for more advanced work. Suggested books are below.

Jolly Grammar Progression for 2022/23	
Primary 3	Start at **Jolly grammar 1**
Primary 4	Start at **Jolly Grammar 1** - *Half way through* or beginning if you need to
Primary 5	Start at **Jolly Grammar 2**
Primary 6	Start at **Jolly Grammar 2** - *Half way through* or beginning if you need to
Primary 7	Start at **Jolly Grammar 3**

The longer periods of

Literacy for All

Writing	
Organiser	**Action**
Enjoyment and Choice	• **Enjoyment and Choice –** children to regularly choose genre, purpose of writing – writing tables, genre writing cards etc. • **Multimodal texts and publication –** writing to be published, shared and celebrated in a variety of ways. Writer's wall of Fame Termly
Tools	• **Phonics and grammar –** North Lanarkshire Active Literacy phonic and spelling programme utilised across the school. Upper school using punctuation and grammar guidelines from shared area, plus punctuation and grammar progression guidance specific to writing. • **Early Intervention Strategies –** lower school use recommended GIC Hear Say Play Write – Guidance to follow, see resources on shared area • **VCOP –** resources on shared area, 2007Technical Targets appropriate to stage to help explore technical aspects of writing. NB – Big Writing not the writing programme, VCOP used only to explore punctuation etc • **Writing strategies –** Wealth of information on shared area in writing strategies folder. All P3-7 teachers to use before, during and after reciprocal writing strategies as a matter of routine/way to structure writing lessons. P1 and 2 – **Hear, Say, Play, Write** approach is consistent (see shared area) • **Routes through Writing** used across the school as part of moderation/assessing//planning process

	• **Spelling –** P1-7 provided with guidance on Active Spelling strategies (see folder). All children should experience a similar routine – taking into consideration differentiation for stage and ability. • **Tools –** children know how to access additional tools such as dictionaries and thesauruses. • **Handwriting –**All children encouraged to take pride in layout, legibility and presentation, including multimodal elements.

Literacy for All

Writing	
Organiser	**Action**
Creating Texts – non-fiction We use the LfA genre approach	• **Note making –** reading strategies folder on shared area has guidance and resources for teaching this. Summarising skills also outlined in this folder. • **Non-fiction focus –** this area has a focus Terms 1 and 4. Variety of non-fiction texts available through core readers (Literacy World/Big Cats). • **Literacy Across Learning –** children apply retrieval and transformation of information skills regularly in different contexts. • **Creating texts –** Children will use notes to create new texts. Non – fiction genre focus in Terms 1 and 4 (as appropriate to stage and ability) – all teachers provided with Routes through Writing as an assessment tool where success criteria can be derived. Genre appropriate guidance on shared area for: recount, procedural, explanation, discussion, argument, persuasive.
Creating Texts –fiction We use the LfA genre approach	• **Focus on fiction-** Terms 2 and 3 • **Creating texts –** all teachers provided with success criteria and genre appropriate guidance on shared area for: character, setting, and plot. Extended writing pieces undertaken. • **Poetry and Plays –** children to be taught genre specific criteria during fiction terms using texts as models. • **See reading strategies –** children to incorporate fiction techniques used by authors and specific to character and setting, e.g. similes, actions and speech. • **Trailers -** http://www.thefilmspace.org/teachingtrailers/winter2014-15/primary/lesson_plans.php

Literacy for All

Listening and Talking	
Organiser	**Action**
Enjoyment and Choice	• **Scots language –** focus for P3 & P6. • **Poetry** – focus on this where appropriate. • **Storytelling during Scottish Book week** • **Literacy Across Learning –** children apply retrieval and transformation of information skills regularly in different contexts. • **Regular listening to and responding to texts – not just infant story time.**
Tools for Listening and Talking	• **Across school –** Group Talk • **Across school** – Short Talks and presentations • **World of work week** – presentations on work experience, short persuasive talks to build confidence in talking about attributes. See four capacities
Find and using information	• **Whole school approach to vocabulary** • **Jigsaw approach to Group Talk**
Understanding, analysing and evaluating	• **Debating** • **Genre Approach –** linked to fiction and non-fiction writing • **Film Literacy** – before, during and after (3c and 3s)
Creating texts	• **Focus on fiction-** Terms 2 and 3

	- **Creating texts –** all teachers provided with success criteria and genre appropriate guidance on shared area for: character, setting, and plot. Extended writing pieces undertaken. - **Poetry and Plays –** children to be taught genre specific criteria during fiction terms using texts as models. - **See reading strategies –** children to incorporate fiction techniques used by authors and specific to character and setting, e.g. similes, actions and speech.

Talking and Listening policy will be revisited and updated post-training using the GIC approaches.