



## Kinellar School

# Literacy Procedures



December 2014



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## Rationale and Aims

Literacy offers an essential passport to learning, helping young people to achieve to the full and 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.  
(Building the Curriculum 1)

It is therefore important that all teachers look for opportunities to develop and reinforce language and literacy skills within their own teaching across the curriculum.

### Aims

- To develop a positive attitude towards listening, talking, reading and writing as interesting, enjoyable and attractive subjects.
- To develop an ability to communicate thoughts and feelings, and respond to those of others.
- To develop a high level of skill in literacy across the curriculum to enable lifelong learning.
- To encourage effective use of media for learning and communication.
- To develop a secure understanding of the rules of how language works in order to enable coherent communication.



## Writing

### Jotters – Early Level

A maximum of three jotters to be used:

**Daily,  
Taught,  
Writing Across the Curriculum**

These jotters will contain the main body of evidence for assessment purposes.

#### Daily Writing

Writing should be dated to ensure regularity.

- Evidence of daily writing tasks linked to reading (see P1 Writing Booklet) – although tasks are laminated for durability, these should be written into the jotter. **THIS IS NOT TO BE THE OLD NEWS.**
- Phonics and spelling should be evident in this jotter (not daily but regularly)
- Evidence of handwriting practice within dictated sentence work
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation

Writing should show increasing independence – pupils in a group should not all have the same writing (this would suggest copying)

#### Taught Writing

- There should be a taught, weekly writing lesson. When monitoring taught writing, teachers and SMT should look at the degree of independence which pupils are showing. There should be:
- Evidence of pupils using word mats, vocabulary on the reading and writing wall and around the classroom (literate rich)
- Evidence of pupils beginning to use phonic knowledge (with increased accuracy) to write words themselves
- 5 genres are taught at this stage. **Narrative, Reports, Recounts, Instructions/Directions, Persuasive.** Although narrative writing will be the genre developed from early P1, they should be taught the other 4 linked to across learning contexts.

#### Interdisciplinary Writing

There should be evidence of:

- Pupils writing in various contexts across learning
- The Early Level success criteria being used
- Core targets being used consistently



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## Jotters – First and Second Level

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A maximum of three jotters to be used:

**Daily,  
Taught,  
Writing Across the Curriculum.**

These jotters will contain the main body of evidence for assessment purposes.

### Daily Writing

Writing should be dated to ensure regularity.

- Evidence of quality writing (linked to reading)
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Pupils should use the relevant success criteria for the genre in which they are writing. As far as possible, this will be an opportunity for them to revisit this genre which will have previously been taught. During monitoring, it should be evident from teacher modelling and discussion which genre the pupils are working on (words and phrases, style of language, purpose and audience)
- Taught spelling should feature at the back of the jotter
- There should be little or no evidence of decontextualised exercises (handwriting, dictionary etc.)

### Taught Writing

- There are 6 common genres to be taught:  
**Narrative/Stories; Report; Instructions/Procedures; Explanation; Persuasion; Recounts; Discursive (Second Level).**
- There should be a taught, **weekly** writing lesson. There should be evidence of different contexts being used as a stimulus. These range from outdoor/indoor environment, video footage, DVD clips.

### Writing Across the Curriculum

There should be evidence of:

- A wide range of contexts across different disciplines
- Genre writing in the taught lesson with other natural opportunities within the interdisciplinary context for pupils to apply their knowledge and skills of the genre
- The \*success criteria for the identified genre to be used to remind pupils of the features of this type of writing.\*Core targets should also be used
- Pupils becoming more confident in writing for various different purposes and audiences
- Real and natural purposes for writing
- Revisiting the genre models as when required

\*It is hoped that eventually these genre features will become embedded.

Redrafting should be an active process to improve the quality of the writing and technical skills.



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## Marking

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This is suggested practice to be used in Taught Writing jotters. Daily Writing and Writing Across the Curriculum can be marked at teacher's discretion. Teacher comments should be linked to Success Criteria agreed at the beginning of the writing lesson.

### Early Level

Self/teacher assessment faces

Traffic Lights

Green for Great, Pink for Think

2 Stars and a Wish can be introduced in Term 4 of P1 if appropriate

### First Level

2 Stars and a Wish

Peer/Self assessment

Green for Great, Pink for Think

### Second Level

Green for Great, Pink for Think (Self and peer assessment)

Teacher comment in Green/Pink pen.

### Marking Key

<b>Sp</b>	spelling mistake
<b>//</b>	new paragraph
<b>?</b>	does not make sense
<b>^</b>	omission
<b>P</b>	punctuation error

### Celebrate success

Approximately 4 of the pupils should be awarded as a 'Star Writer' each week. Teachers should keep a record of who has been a Star Writer and when. There should be evidence of the Star Writers awards both in the jotters and on the walls.



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## Assessment

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### Assessed Writing

3 pieces of assessed writing should be completed for yellow folders throughout the session. These should be done in August, January and June. Each piece should be a different genre chosen from the following list:

**Narrative/Stories**  
**Report/Information**  
**Instructions/Procedures**  
**Explanation**  
**Persuasion**  
**Recounts**  
**Discursive**

Please standardise the pieces of work with colleagues at your stage. The following format should be used to assess each of the three pieces of writing. The Learning Intention and Success Criteria can be set with stage partners. This should be attached to the writing.

**Date:**                      **Imaginative Writing**

We are learning to write an imaginative story with an interesting character and setting.

Have you included:	Self Assessment	Teacher Assessment
Story setting – When? Where?		
Who? Did what?		
Sequence of events with an ending		
Varied sentence starters		
Joining words (connectives)		

**Assessed Level:**

**Additional Comments:** (This could include support, word wall used, scribed etc)

**Writing grids should be kept up to date and handed over to the next teacher.**



## Reading

In order for pupils to read effectively they must be able to:

- Read quickly and fluently (not stumbling over words)
- Monitor and check their own understanding while they read
- Select and use reading strategies in order to read with independence, understanding and confidence
- Read often in class and at home, using books closely matched to their reading level
- Display a positive attitude towards reading in order to foster a love of reading.

Most pupils should follow the colour bands and progress at a rate which is appropriate to their ability. The PM Benchmarking kit can be used to reinforce professional judgement when staff are unsure.

Pupils who receive SFL support may access additional reading schemes (consult with SFL teachers).

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### **P1 – P3 Procedure**

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**At least 2 books should be introduced each week. Reading sessions should follow the following format:**

#### **Session One:**

Before/During Reading

Focus on making links to prior knowledge, improving fluency, simple understanding and reading strategies.

#### **Session Two:**

During/After Reading

Focus on re-reading a familiar text, while stopping and checking for understanding, improving comprehension, skills of analysis and reading strategies.

Pupils should also be taught to:

- Think and talk about the text they have read summarising main ideas and messages in their own words
- Answer comprehension questions
- Create something new related to their new learning in oral or written form.





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## **P4 – P7 Procedure**

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Reading sessions should be held at least twice a week.

The following strategies should be taught:

1. Prior knowledge
2. Fluency and Metalinguistics
3. Visualisation
4. Inference
5. Main Ideas
6. Summarising

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## **Class Novels**

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Class novels may be used as a basis for, or in addition to, topic work. Novels should be chosen at a level which is suitable for the 'average' child in the class and read aloud in order for less able readers to follow the text. Every child should have access to a copy of the novel where possible.



## Spelling

North Lanarkshire phonics and spelling scheme should be used at all stages.

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### P1 Procedure

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Each week the pupils should be introduced to two sounds and three common words. All of these words should be sent home as homework and consolidated throughout the week in school using a variety of activities. A weekly spelling review should be carried out.

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### Stage 2 and 3 Procedure

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Each week pupils should be introduced to one phoneme and four common words.

**Day 1** – New phoneme introduced and *say, make/break, blend, read, cover, and write*, strategy is used on whiteboards.

**Day 2** – Paired work using magnetic letters with pupils taking turns as word reader and word maker.

**Day 3** – Paired work sentence building or partner dictation.

**Day 4** – Elkonin boxes

**Day 5** – Spelling Review

Teachers may use a variety of other activities throughout the week in order to practise spelling words.

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### Stage 4 and 5 Procedure

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**Week 1** – Phoneme work

**Week 2** – Phoneme work continued

**Week 3** – Common tricky words

**Week 4** – Spelling rule

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### Stage 6 and 7 Procedure

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**Week 1** – Common tricky words and subject specific vocabulary

**Week 2** – Week 1 continued and affixes

**Week 3** – Homophones and confusions

**Week 4** – Spelling rules



## Grammar

The following progression should be used for grammar. As individual concepts are taught, relevant prior learning should be consolidated. This should be used with flexibility and bearing in mind the abilities within a class.

### **Early Level :**

Letter sounds in conjunction with letter names / Alphabet  
Capital Letters and full stops  
Concept of a letter, word and sentence.  
Need for spacing  
Use of word wall  
Vowels and consonants  
Use of simple conjunctions e.g. and, so, but, because

### **First Level (P2):**

Sentence Structure  
Simple plurals  
Tense  
Use of a/an  
? and !  
Common and proper nouns, regular verbs, adjectives  
Pronouns  
Synonyms (words with the same meaning)  
Alphabetical order- simple words, first letter only using word banks / books  
Antonyms (opposite words)  
Extended use of conjunctions  
Speech bubbles

### **First Level (P3):**

Further development of use of conjunctions  
Introduction of speech marks  
Homophones  
Adverbs  
Development of alphabetical order through the use of dictionaries / thesauruses  
Irregular verbs  
Simple compound words  
Commas in a list  
Introduce Paragraphs

### **First level (P4):**

First, second and third person  
Further work on plurals e.g y/ies  
Ellipsis...  
Possessive adjectives / pronouns my, your ect...  
Contractions  
Apostrophes  
Additional work on homophones / homonyms  
Irregular verbs  
Verb endings and spelling rules e.g double the consonant and drop the e  
Prepositions  
Commas  
Paragraphs  
Varying sentence structure  
Direct speech and speech marks  
Alliteration  
Simile  
Suffix and prefix

### **Second Level (P5):**

Onomatopoeia  
Metaphor  
Abbreviations and acronyms  
Collective nouns  
Sentence structure including parenthesis  
Further work on paragraphing  
Irregular, comparative and superlative adjectives  
Abstract nouns  
Singular and plural e.g words ending in f/fe and words ending in o  
Subject and verb agreement  
Plural possessive nouns  
More complex compound nouns  
Introduction to summarising and note taking

### **Second Level (P6):**

Possessive apostrophe  
Difference between 's and s'  
Interrupted speech e.g "It is," she said, "impossible..."  
Understand the difference between reported and quoted speech  
Use of quotation marks and recording of sources  
Fact, opinion, viewpoints, bias  
Personification  
Develop the use of summarising and note taking

### **Second Level (P7)**

Conditional adverbial clauses  
Active / passive verbs  
Subject and predicate  
Use of more sophisticated conjunctions e. moreover, nonetheless  
Colons and semi-colons  
Relative Pronouns e.g whom, whose, which



## Handwriting

### Primary 1

Handwriting should be taught in conjunction with phonics. The focus should be on correct letter formation, letter sizes, ascenders and descenders. All writing should be in script form with 'tails' on the relevant letters.

### Primary 2

Children should start using handwriting jotters. Letter sizing should be further developed along with writing on the line. At the end of P2, children may begin to overwrite and copy patterns using a smooth flow.

### Primary 3 - 7

Nelson Handwriting Textbooks should be used as follows:

<b>P3</b>	Red Level
<b>P4</b>	Yellow Level
<b>P5</b>	Book 1
<b>P6</b>	Book 2
<b>P7</b>	Book 3