KILLERMONT PRIMARY

ENGLISH LANGUAGE
5 – 14
POLICY

October 2004

CONTENT OF THE POLICY

Page

1

1. Introduction

2. Rationale and Aims
2.1 Rationale
2.2 Aims

2

3. Outcomes
3.1 Time Allocation
3.2 Learning and Teaching Approaches
3.3 Pupil's with Additional Support Needs
3.4 Assessment

3

3.4 Assessment (cont'd)
3.5 Recording and Reporting
3.6 Nursery/Primary/Secondary Transition
3.7 ICT
3.8 Staff Development
3.9 Early Intervention

4. Roles and Responsibilities
4.1 Management
4.2 Teachers

4

Roles and Responsibilities (cont'd)
4.3 Parents/Carers
4.3 Pupils

5. Resources

6. Monitoring and Evaluation Arrangements of the Policy

5

WRITING
- Key Principles of Emergent Writing
- The "Three Pronged" Approach
- Phonological Awareness

6

Writing (cont'd)
- Alphabet
- Links with Reading
- Letter Formation
- Strategies for Developing Writing
- Resources for Developing Writing

7

Writing (cont'd)
- National Assessment:
  - *Imaginative*
  - *Personal*
  - *Functional*
- Non-Fiction Writing

Page

8 **Writing (cont'd)**
- Assessment for Writing
- Punctuation and Structure
  - *Punctuation*
  - *Grammar*
  - *Teaching Punctuation and Grammar*

9 **Writing (cont'd)**
- Spelling

10 **Writing (cont'd)**
- Handwriting and Presentation Guidelines
  - *Skill Development*

11 **Writing (cont'd)**
- Handwriting and Presentation Guidelines (cont'd)
  - *General Guidelines*

12 **READING**
- Phonics
- Letter Sounds
- Synthesising Sounds
- Auditory Sounds

13 **Reading (cont'd)**
- Letters Groups
- Rhyming and Alliteration Activities
- Home Reinforcement Tasks
- Assessment Ideas
- Reading Resources

14 **Reading (cont'd)**
- Reading Resources (cont'd)
  - Group Readers
  - Essential Texts
  - Non-fiction
  - Novels
  - Reading Level F

15 **Reading (cont'd)**
- Assessment for Reading

LIBRARY

TALKING AND LISTENING
- Contexts for Talking and Listening

16 **Talking and Listening (cont'd)**
- Attainment Outcomes
- Assessment Strategies

BILINGUALISM

ENGLISH LANGUAGE 5-14 POLICY

1. Introduction

Killermont Primary School endorses the Language 5 – 14 National Guidelines, SOED 1991 and in the upper stages (P6 and P7), Modern Languages (French) 5-14, SOED *(please refer to 5-14 Document)*

Learning & Teaching in Language embraces the central principles of the 5-14 curriculum: breadth, balance, coherence, continuity and progression.

Programmes in Language are based on the 5-14 attainment outcomes:

- Talking
- Listening
- Reading
- Writing

(see Language 5-14 National Guidelines)

2. Rationale and Aims

2.1 Rationale

It is through language that children receive much of their knowledge and acquire much of their skills. Language enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others experiences, feelings and ideas giving them order and meaning because language is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils learning to be coherent and progressive (5-14 Guidelines 1991).

Killermont Primary School regards the language 5-14 guidelines as essential in providing a structure to the curriculum within a framework which embraces current national advice, the national priorities and East Dunbartonshire's objectives.

2.2 Aims

We aim to:

- provide a language curriculum that is appropriate to the needs in terms of ability, gender and culture of every pupil and is motivating and challenging enabling each pupil to reach his/her potential
- develop respect for all dialects, other languages, ethnic diversity and bilingualism
- support pupils' personal and social development through developing their enjoyment of and ability in language and literature
- develop pupils' abilities to work both independently and co-operatively.

3. Outcomes

3.1 Time Allocation

Currently, as agreed by staff, 20% of curriculum time 5 hours has been allocated to language and in addition flexibility time was negotiated and used as follows:

- 1.5 hours flexibility for P3 – P7
- 2 hours flexibility for P1 and P2

3.2 Learning and Teaching Approaches

A range of teaching strategies that take account of pupils' interests, previous experiences and attainment, will enhance pupils' learning. Learning and Teaching approaches will be flexible and responsive to the needs of children, taking account of different learning styles and context.

When planning effective learning and teaching, Killermont Primary School will ensure that:

- the purpose of the learning will be clear to pupils
- learning goals and targets will be shared with pupils
- pupils will be involved in the planning and management of their learning where appropriate
- learning will maintain an element of challenge
- pupils will take responsibility for their own learning
- pupils will be involved in active learning
- teaching will be interactive – this will involve teachers in informing, explaining, describing, listening, modelling, questioning, demonstrating and support
- children will be encouraged to collaborate with both the teacher and pupils to enhance their learning.

(*please refer to Learning & Teaching Policy)*

3.3 Pupils with Additional Support Needs

There may be at times a need for some pupils, for whatever reason, to require Support For Learning. (*please refer to Support For Learning Policy)*

3.4 Assessment

Assessment is a continuous process which is an integral part of learning and teaching. The process of assessing pupils' progress will be set in the context of effective learning and teaching and will influence forward planning, teaching, recording, reporting and evaluating. Formal and informal assessment will be used:

- to give pupils clear and regular feedback
- to assist learners and teachers to identify the next step in the learning process which will ensure progression
- by teachers to evaluate the effectiveness of learning and teaching.

Assessment may be an observed, practical, oral or written activity.

Assessment should be a positive experience for pupils and motivate them for learning. Pupils will have opportunities to evaluate their own work and to evaluate with their peers.

Assessment (cont'd)

Regular formal assessment is also part of the school programme. This provides evidence of individual attainments and needs. This includes the sitting of National Assessments in reading and writing in order to confirm teachers' assessment.

The sitting of National Assessments in reading and writing is a process that is carefully tracked by the class teacher and targets set for the pupils are set in terms of the pupils' abilities within an ethos of high expectations and a challenging yet attainable curriculum for each pupil. *(please refer to Assessment, Recording and Reporting Policy)*

3.5 Recording and Reporting

Recording procedures will be in line with East Dunbartonshire Council policies. They will be manageable and will be used to monitor progress and inform learning and teaching. Reporting to parents will be specific and in clear language to promote effective communication between school and home. Levels A to F will be used to report progress and to determine next steps in learning. *(please refer to the Assessment, Recording and Reporting Policy)*

3.6 Nursery/Primary/Secondary Transition

Collaboration and communication are essential elements to ensure progression in knowledge and skills that takes account of prior learning and makes effective use of the knowledge of each child as a learner.

3.7 ICT

ICT will play a role in the delivery of the language curriculum by motivating learners, supporting different kinds of learning and as a writing tool. *(see Information Technology 5-14 Guidelines)*

3.8 Staff Development

This Language Policy and its implementation will be discussed with staff during the time set aside at staff meetings or In-service days.

All members of the teaching staff will have access to advice and staff development as necessary, within the resources available.

3.9 Early Intervention

Please refer to the Early Intervention Policy.

4. Roles and Responsibilities

4.1 Management

The senior management team will manage the implementation of the school policy, paying due regard to the language curriculum, resources and staff development.

4.2 Teachers

Teachers will ensure that the language policy is fully implemented and the language curriculum enhances learning and teaching and contributes effectively to raising attainment and achievement.

Roles and Responsibilities (cont'd)

4.3 Parents/Carers

Parents/carers will be encouraged to and supported in playing an active role in their child's learning thereby fostering the home/school partnership.

4.4 Pupils

Pupils will be encouraged to be actively involved in their learning and to develop a positive attitude to all aspects of language.

5. Resources

School Managers will ensure that schools have appropriate up to date resources to support learning and teaching in Language; these will include books, pupil materials, ICT resources, practical materials, games, videos etc. School managers will ensure the responsibility for the organisation and planning of resources is clearly understood by all staff, that inventories are drawn up and resources are stored in ways that facilitate accessibility by pupils and staff. Pupils' work will be displayed appropriately to promote learning and encourage positive attitudes to Language.

6. Monitoring and Evaluation Arrangements of the Policy

The policy will be monitored and evaluated by school staff during session 2007-2008 when any necessary amendments will be made.

Self-evaluation of the quality of learning and teaching is a fundamental responsibility of all teaching staff and a particular duty of senior staff in schools. The quality indicators described in *How good is our school? HMIE 2002,* are used for monitoring effective learning and teaching.

WRITING

"Writing helps pupils to clarify thoughts and experiences and to give them personal meaning. Through writing, pupils can define, order and understand ideas. Because writing is essential for communicating within society, it is important that pupils learn precision in its conventions". *(English Language 5-14)*

The philosophy at Killermont Primary is to promote emergent writing in the early years. The Cambourne model provides a theoretical base for East Dunbartonshire's "Key Principles of Emergent Writing". Emergent writing takes account of the fact that writing is a gradual process, developing from within the child. The child brings prior knowledge to the writing process. *(please refer to Early Intervention Policy)*

Key Principles of Emergent Writing

To encourage the 'emergence' of writing we must:

1.	build on each pupil's prior knowledge of writing	**expectations**
2.	provide an environment rich in all forms of writing	**immersion**
3.	provide opportunities for emergent writing through play	**responsibility**
4.	provide opportunities for children to engage in writing for a variety of audiences and real purposes	**engagement/employment**
5.	demonstrate the process of writing through modelling and shared writing experiences	**demonstration**
6.	provide time for reflection and discussion of writing	**response**
7.	accept and value all attempts at writing	**approximation/expectation**

The 'Three Pronged' Approach

The following 'three pronged' approach is used in Killermont Primary school to teach writing.
- scribing
- copying/shared writing
- 'have a go'/independent writing.

(please refer to East Dunbartonshire Council's Early Writing Guidelines)

Prior to each writing lesson each pupil should have access to the following tool kit:
- an alphabet strip
- a common word list
- starter phrases
  - yesterday
  - at the weekend
  - during
- 'have a go' word books.

Pupils will be encouraged to develop strategies (ie. make use of tools) that will support their independent writing. Teachers should ensure that children have the appropriate skills to make use of such tools.

Phonological Awareness

Activities such as nursery rhymes, onset, rime and analogy as well as alliteration help pupils connect sounds of letters/words with the written word.

Alphabet

Independent of letter formation, pupils are taught the names and sounds of the alphabet in relatively quick succession. The current resource for this is "Jolly Phonics".

Links with Reading

- directionality of print
- spacing between words and sentences
- awareness that print carries a message
- punctuation, words and letters
- upper/lower case letters.

Letter Formation - see handwriting guide.

Strategies for Developing Writing

In order to facilitate the writing process targets should be identified for both the teachers and the pupil, allowing them to enter into an effective teaching and learning partnership. At Killermont this encourages a whole school approach to the teaching of writing thus ensuring progression, cohesion and continuity. By adopting a structured and targeted approach to the writing process it is hoped that greater confidence will develop both in teachers and pupils thus raising self esteem, self confidence and standards of writing.

Pace should be set by the ability of the pupils. It is suggested that the blocks are progressive but that some pupils who have already acquired those skills may not require repeated lessons. Therefore it is probable that groups will emerge. However for effective class management, no more that 3 writing groups are recommended.

Teachers at Killermont strive to develop pupils' writing through a range of personal, imaginative and functional writing opportunities, which will be built upon, and extended using a variety of resources and through a range of contexts:

- Environmental Studies, Religious & Moral Education, Science, Health Education and Personal Social Development, providing stimulus for writing
- identifying pupils interests and experiences which will in turn motivate and build upon prior knowledge and skills
- identifying individual pupil needs, offering support and encouragement to pupils
- using writing frames and specific targets to model writing and discuss ideas in collaborative contexts
- focusing on a variety of styles or writing content, structure of writing, technical features and presentation of text
- encouraging pupils to read more widely so their writing will develop and become more varied enabling them to write for a larger number of audiences and purposes, and from points of view other than their own
- encourage pupils to plan, edit and re-draft their writing.

Resources for Developing Writing

- Literacy World
- Developing Writing –North Lanarkshire Council 2001
- Scholastic Writing Pack
- other curricular areas – topic contexts
- appropriate stimulating visual aids
- photographs, videos, posters, leaflets
- outside agencies and school trips to support and enhance writing context
- Launch into Literacy

National Assessment *(please refer to Assessment, Recording and Reporting Policy)*

Pupils will be given the appropriate Level test when the teacher has enough evidence to suggest that they will achieve success.

Pupils should be given experience of the following types of writing prior to sitting the National Assessment.

Throughout Killermont Primary School (levels A-F), teachers will introduce and develop writing skills covering the different aspects of writing. (*please refer 5-14 Language guidelines for more detail)*

Imaginative

▪ a story	developing skills such as identifying characters, plot, dialogue, setting, turning points and resolutions
▪ a poem	developing creative vocabulary, rhythm and rhyme.

Personal

▪ an account/report	identifying main points, sequencing events, style and purpose
▪ a letter	focusing on content and purpose, expressing opinions and feelings

Functional

▪ a letter	focusing on layout and presentation and audience
▪ instructions/leaflet/poster	seeking information, sequencing and organising ideas
▪ report/news article	layout features and audience

Non-Fiction Writing

In line with HMI Improving Achievement in Language (2003), Killermont Primary School provides opportunities for non-fiction writing across levels A-F through:

- Literacy World non-fiction texts
- non-fiction texts (school library)
- curricular contexts/class topics
- mass media and culture of the local community and of Scotland as a whole
- Scholastic non-fiction
- linking reading and writing to create personal research projects developing skills such as note taking and textual marking of texts
- using ICT programmes and Internet
- Developing Writing North Lanarkshire Council 2001
- Launch into Literacy.

Assessment for Writing

Teachers in Killermont Primary School may use a range of strategies to assess writing;

- observation and discussion of pupils' writing
- assessing written work, following a negotiated criteria to identify specific points
- offering constructive, positive feedback on pupils' style, presentation, content and structure
- providing opportunities for peer assessment and personal reflection.

Teachers are encouraged to regularly level children's writing. *(for more detail please refer to Assessment, Recording and Reporting Policy)*

Punctuation and Structure

- ***Punctuation***

The practice, art, method or system of inserting points or stops to aid the sense, in writing or printing. The Shorter Oxford English Dictionary.

- ***Grammar***

Study or rules of a language's inflexions or other means of showing relation between words and its phonetic system. The Shorter Oxford English Dictionary.

- ***Teaching Punctuation and Grammar***

In Killermont Primary the teaching of punctuation and grammar embraces a variety of strategies.

At Level A awareness of punctuation and grammar is raised through:

- reading a wide variety of texts with the pupils where punctuation and grammar can be pointed out in the texts
- writing with the pupils, wherein the need for punctuation and knowledge about language can be related to what the pupils understand from their reading
- classroom signs and labels.

At Level B-F we continue to develop the teaching strategies from Level A plus:

- teach formally using **Literacy World, Words at Work and Nelson Grammar**
- through shared reading, novel studies, writing and the teacher modelling writing
- through meaningful writing contexts so that pupils can see the purpose of punctuation and grammatical rules.

Spelling

As stated in the 5-14 language guidelines the teaching of spelling should be part of a structured scheme.

The East Dunbartonshire 100 common words are introduced in Primary 1 and by Primary 2 it is expected that almost all pupils know how to read and spell them accurately.

At Killermont we currently teach spelling through an agreed scheme called Nelson Spelling. (*please refer to Teachers Guide for implementation)*

In addition to the above, pupils should be encouraged to -

- compile their own lists, including specialist vocabulary from different curriculum areas
- use a dictionary and thesaurus and independently check their spelling at the end of drafting
- see themselves as self-supporting spellers through the teaching of prefixes, stems, suffixes related to meaning.
- learn to spell words they use frequently in their own writing
- use a spelling book which becomes both a reference for the pupil and record for the teacher
- mark possible errors and check correct spelling using workbook or dictionary.

Class teachers should give positive support to pupils in their efforts to spell words correctly. The LOOK, COVER, WRITE AND CHECK method should always be used, with pupils being encouraged to “have a go” and then being further encouraged in their efforts and congratulations given for the part of the spelling word that they got correct and advice then given on what part of the word was wrong, if any.

Pupils with special needs should be supported appropriately in the class through being allowed to use spelling aids such as:

- a personal copy of the East Dunbartonshire common words list being made available
- a Spellmaster
- a spelling dictionary.

(please refer to our teaching & learning and Support For Learning policies)

Within the structure and balance of the curriculum **one hour per week** should be spent in the teaching of spelling.

Handwriting and Presentation Guidelines

Our aim is to ensure that all pupils will be encouraged to develop a fluent, legible style of handwriting, which will not hamper the train of thought.

Skill Development

P1 Many pupils may enter P1 as experienced writers. The teacher should value and build on these skills. Initially the pupils will develop hand-eye coordination, confidence and experiment with a variety of writing tools during structured play activities.

Systematic teaching of lower case letter formation will be introduced. Jotters will be dotted to help the pupil with spacing and layout. When appropriate lined jotters will be introduced.

This sequence will be used, emphasising the exits of letters.

c, o, a, d, g, q,
s, f, e
l, t, i
u, y, j
r, n, m, h, p, b, k
v, w, x, z

P2 During P2 upper case formation will be taught and Nelson Handwriting will be introduced at the red level.

P3 During P3 the yellow level of Nelson Handwriting will be taught.

P4 Nelson Handwriting Developing Skills Book 1 will be taught.

P5 Capitals in the cursive style will be introduced and developed.

P6-7 Consolidation of the cursive style will continue to enable the pupils to employ a fluent, legible style of handwriting. Pupils will be given regular opportunities to publish and display completed work and on occasions use computer packages to enhance presentation. Calligraphy may be presented.

It is expected that not all of the pupils will need regular handwriting practice. (see 3 below)

NB Nelson Handwriting was phased into P2/3 from 2003/2004 so this skill development will change as this scheme moves up through the school.

General Guidelines

1. Many strategies will be provided to support children with poor hand/motor control. Where appropriate pencil grips, roll & write, additional handwriting exercises, computer programmes and parental involvement will be encouraged.

2. Children should be given regular opportunities to publish and display completed work in and out of the classroom. *(please refer to Teaching & Learning Policy)*

3. It is accepted that handwriting is a differentiated activity with different teacher expectations of individual pupils. Teachers may decide to organise pupils into differentiated groups to meet their needs more effectively

READING

Reading is more than recognising symbols and putting them together to form words. It is also more than rapid word recognition. Reading is a skill concerned with gaining ideas, pleasure and purpose, skills that can be linked to everyday situations. Reading is an active yet complex process, requiring a considerable amount of thinking.

The Reading continuum suggests in National Guidelines 5-14 English Language, should take account of:

- Reading for enjoyment and information
- Fluency and reading aloud
- Comprehension
- Reflecting on the writer's craft
- Exposure of a wide range of reading material
- Listening and discussion skills

Phonological Awareness

(Based on school resource, "The Phonics Handbook" by Sue Lloyd, "Jolly Learning" and 'Interchange' No 57 and No 39)

Letter Sounds

Pupils should be introduced to letter sounds in a systematic and synthetic approach. They should be able to hear and identify single letter sounds and relate them to letters. This is a pre-reading skills and allows pupils to identify and blend all sounds in words before reading words in books for themselves.

Synthesising Sounds

Pupils should be shown how to blend letter sounds to create words, eg. **s – a – t = sat** (decoding). Many words can be made from the first letter group.

Much discussion should take place as to how the letters 'behave' in a word and how other words can be made. Attention should also be drawn to the fact that letters can 'move' about in words, eg. **p**in, **s**ip, in, etc.

This should be reinforced using letter flashcard and magnetic letters for children to manipulate.

Auditory Sounds

Auditory sounds are important for reading and later writing. Auditory training involves hearing the sounds in a word and trying to think of the letters that correspond with these sounds, eg.
cat = c – a – t = 3 sounds.

Auditory training should follow this progression:

- 3 letters (some pupils will be able to discriminate sounds in longer and more complex words)
- initial consonant blends (eg. **bl, cr, fl, dr**) **flat = f – l – a – t = 4** sounds
- final consonant blends (eg. **ft, mp, nt**) **left = l – e – f – t = 4** sounds

Auditory training should be taught **daily** as part of a phonic lesson.

Letters Groups

On average, children should learn **four letters a week.** The grouping allows early letters to combine, making simple words for the pupils to blend and read.

The whole alphabet should be taught **before the October week** in primary 1.

Previously taught sounds should be **revised daily** using flashcards, aiming for immediate recognition. The faster the pupils are at recognising letters and saying the sounds, the easier it becomes for them to read.

Rhyming and Alliteration Activities

Pupils should also be exposed to oral **rhyming and alliteration** activities.

The Pupil who can detect **onset and rime** can use this skill to make **analogies** between words, eg. **fat, rat, cat or light, fight, sight.**

The use of magnetic plastic letters has been shown to help develop sound-symbol relationships.

Alliteration activities = **M**olly **m**oved **m**y **m**essy **m**ouse. *(please refer to Early Intervention Policy)*

Home Reinforcement Tasks

After the first letter group has been introduced, pupils will be issued with a set of these letters. These letters will go home for 'flashcard' and work making practice. As more groups of letters are introduced, these letters will subsequently be sent home.

A short letter of explanation to parents will be sent out and guides to teach the action for each sound will also be included. To involve parents in their child's reading development, **a reading diary** will be sent home which indicates which reading book the child is on and possible activities to reinforce learning at home.

Assessment Ideas

When assessing the pupils in their knowledge of phonic sounds, attention should be given to

- instant recognition of sounds
- auditory recognition (hearing the word after sounds have been spoken, eg. **r – e – d = red**
- instant recognition of words, eg. **red, hem, sail**
- writing sounds (or selecting magnetic letters) eg. **e, ai,** or
- writing/making words eg. **red, hem, had.**

Reading Resources

Many activities and resources form the basis of our reading programme.

Oxford Reading Tree will continue to be the main reading scheme in the early years. The Oxford Reading Tree scheme employs a 'story down' approach, encouraging children to engage with the story line, characters and situations, in order to gain initial meaning. As the children become more familiar with a story and context, they focus on sentences and words. Thus reading is taught in context. Children are encouraged to use their phonic knowledge of letters and the 'look and say' approach to decode and make sense of text. *(please refer to ORT Teachers Guide and Phonics and Reading Workshop leaflet for more detail)*

Pupils may transfer to **Literacy World** Stage 1 when they are approaching or have achieved Level B reading. For some pupils the transfer may take place around P3.

Placing pupils within the scheme should take account of national test levels and appropriate differentiation should be evident.

Reading Resources (cont'd)

The **5-14 Literacy World guide** has been linked to 5-14 Language and has enabled teachers to plan effectively across the levels A-E.

Implementation should be as follows:

- **Group Readers**
  These books are easy to read and are designed to motivate pupils to read. They can be sent home to be read or can be read in class with or without teacher input. They are primarily there to develop the 5-14 strands and should be followed up by using the Guided Reading cards within teacher led groups. There are also follow up photocopiable worksheets and relevant **text** exercises in the Language Skills book. There are also satellites and comets available in order to address varying abilities at each level.

- **Essential Texts**
  These books should be used to teach reading and develop the 5-14 strands. Reading to reflect on the writer's ideas and craft, awareness of genre, reading aloud and knowledge about Language. The extracts read can be followed up from time to time with the whole novel or more extracts from it, eg. Stage 1 has an extract from 'The Owl Who Was Afraid Of The Dark' and this may motivate pupils to read the novel as a group reader. Collaborative discussions on these texts give pupils opportunities to reflect on prior knowledge and build upon their reading skills. There are big books to accompany teaching which focuses pupils' attention and allows for direct teaching.

- **Non-Fiction**
  These books should also be used as group readers and mainly develop the 5-14 strand: Reading for Information. They can be used to fit in with a topic currently being covered in the class or as stand-alone books. There are big books to accompany teaching. This part of Literacy World should enhance the reference skills already being taught through using topic books and the non-fiction part of the library. For example, at level E these essential skills developed throughout previous years, will further develop pupils' personal research skills into specific areas to establish a purpose, develop appropriate presentation, to identify a variety of resources and use textual markers to identify relevant information.

- **Additional Novels for Levels D + E**
  There are in addition to this, sets of novels which are currently being centralised and levelled to use alongside Literacy World. Novels are most effectively used within a context but can be read by pupils independent of the teacher.

- **Reading Level F**
  For pupils working at this level, teachers will address the 5-14 Language guidelines ensuring they cover the relevant strands at level F. At Killermont we achieve this through

  - Using novel studies
  - Teaching strands and linking the four attainment outcomes to motivating class topics
  - Developing higher order reading skills
  - Emphasising independent learning and encouraging pupil and peer interaction and reflection

Assessment for Reading

Assessment strategies used depend upon the context and specific focus and could be:

- informal discussion and reading tasks
- games to consolidate knowledge + skills
- hearing individual pupils' read aloud
- using prediction and sequencing skills
- formally through written class and national tests.

LIBRARY

The library, while supported by ICT in terms of the Internet and use of search engines continues to be integral to learning within the school. Consequently, the library should be kept well stocked with up to date clean and relevant books.

Non fiction should reflect the topics that are covered within the school curriculum and also pupil interest. Fiction books should be in good condition and reflect the wide and varied interests of the pupils. The library should be kept tidy, made easily accessible and well timetabled.

The ethos of the library should be one of respect for books, respect for others and respect for learning. It should be as attractive as possible ensuring that pupils enjoy their library experiences and the books on the shelves should promote the enjoyment of reading and contribute to the development of lifelong skills in the use of the library.

Classes should visit the library at least once per week for fiction book exchange and for the development of library skills through use of the North Lanarkshire Library Skills pack. Materials used to develop library skills should be appropriate and differentiated through levels A-F in order to match the needs and abilities of all the pupils.

The school library database should be used by all the pupils in order to access information about current stock.

TALKING AND LISTENING

Talking and listening are vital means by which knowledge is acquired and through interaction and collaboration with peers, teachers and other adults most of pupils' learning will occur.

Contexts for Talking and Listening
At Killermont Primary School teachers plan opportunities for talking and listening to permeate the whole curriculum through a variety of contexts:

- reading and writing programmes of study
- practical activities leading to discussions or choices – e.g. drama, circle time, environmental studies topics, science experiments, citizenship
- in early years, play, games, role play to develop skills and confidence
- in middle/upper years – opportunities to give opinions, share ideas, debate, role play, practical experiments and group games and tasks
- delivering or listening to individual and group presentations allowing for pupil and teacher questioning.

Talking and Listening (cont'd)

Attainment Outcomes

Within Killermont Primary School these opportunities are used to develop awareness of genre, audience and purpose and in so doing they will acquire knowledge about language. Skills and awareness will be developed through the following attainment outcomes;

- ***Listening for and conveying information, instructions and directions:***
  class routines, using texts, making decisions and choices upon what has been heard, talking to convey information, instructions or directions

- ***Listening and talking in groups***
  taking turns engaging all pupils, showing courtesy to others, responding to others, offering an opinion, asking and answering questions, showing some awareness of others feelings and collaborate effectively

- ***Listening in order to respond to texts and talking about texts***
  offering ideas, views and predicting, speculating and hypothesising

- ***Talking about experiences, feelings and opinions***
  taking some account of the reactions of others

- ***Audience awareness***
  purpose, body language and eye contact

- ***Awareness of genre***
  discussing features of text, comparing and contrasting

- ***Knowledge about language***
  awareness of the variety of spoken language – dialect and accents.

Assessment strategies could take the form of:

- Informal discussions, questioning and interaction
- Pupil involvement in Group Tasks
- Individual and group presentations
- Formal checklists and criteria for assessing specific tasks

BILINGUALISM

Bilingualism is an asset in learning, this is true for all languages. Bilingual learners will become fully fluent in English and are likely to have cognitive advantages in a number of subjects if they continue to develop their home language(s).

Teachers should:

- Recognise the importance of the home language and its role in the child's learning.