

Cultercullen



School

Languages Policy

Literacy and English Modern Languages

Article 29 *(goals of education)*

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Friend of Cultercullen Chairperson	Head Teacher	Pupil Council
<i>Reviewed: April 2023</i>	Next Review Date: Session 23/24	

Rationale

At Cultercullen Primary we strive to ensure that every child should become a competent and confident user of the English language: able to live, work and succeed in a literate world where they have the ability and skills to be all they can be. In the 21st Century this means being able to communicate effectively, expressing ideas and opinions both orally and through various media. Children will develop the skills which will enable them to understand and make informed decisions by interpreting and analysing information using various critical literacy skills. They will have the skills, knowledge and understanding to be creative, self-reflective, solve problems, collaborate and build positive relationships.

The importance of our young people becoming literate should not be underestimated for we recognise that by improving reading, writing, listening and talking we are improving their lifelong learning skills.

“Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work.”

Building the Curriculum 1

Our Languages Policy offers:

BREADTH, DEPTH & PROGRESSION

Experiences and outcomes provide the basis for both lateral (broadening) and vertical (more challenging) progression; they offer opportunities for teachers to plan for development, consolidation and challenge at the secure stage within each level.

At all stages, children will be offered a range of contexts through which they will experience and develop language skills. Designated core materials will be used to promote continuity and progression in the development of skills in reading, writing, spelling, phonics and listening and talking. The rich and motivating resources within themes, topics and real life situations will enable children to practice applying these skills within new and unfamiliar contexts and form the basis for assessing achievement within and across outcomes.

CHALLENGE & ENJOYMENT:

Experiences and outcomes are designed to open up opportunities for active, challenging and enjoyable learning; repeated low level activities such as worksheets or copying from whiteboard are unlikely to provide effective tools in learning. The planned development of literacy links across the curriculum through interdisciplinary studies will give pupils the opportunity to develop and apply their literacy skills in enjoyable and motivating contexts.

Effective use of ICT, active learning, planned purposeful play and critical skills challenges which encourage collaborative learning will have a high profile throughout all stages of the school, thus providing rich and exciting learning environments.

COHERENCE & RELEVANCE:

Language and literacy activities permeate all areas of the curriculum: teachers help children to see the links between different aspects of their learning within and across all curriculum areas and interdisciplinary studies.

The content of the curriculum will be relevant to the children's experience, learning and interests in and beyond the school environment (entitlements). Teachers engage with learners to make explicit the relevance and to ensure the outcomes and success criteria in language are age appropriate and easily understood.

PERSONALISATION & CHOICE

Teachers will build personalisation and choice into the children's literacy development making full use of personal learning planning to engage with children to record achievable targets within literacy and language development. They will provide choice of activities and resources as well as space to pursue aspects of their own learning at an independent level.

Aims and Objectives

- **Improvements in performance**
 - Improved standards of attainment over time
 - Improved overall quality of learners' achievement
 - Increased impact of higher literacy standards across the curriculum

- **Learners' experiences**
 - The extent to which learners are motivated and actively involved in their own literacy learning and development

- **The Curriculum**
 - The continuing development/improvement of the curriculum from this current policy
 - Developing pedagogy, programmes and courses
 - Developing/improving transitions between stages (including approaches to and provision for meeting the emotional, physical and social needs of children and young people)

- **Meeting learning needs**
 - Improved tasks, activities and resources
 - Identification of learning needs with specific learning targets created
 - The roles of teachers and specialist staff to best support pupils

- **Improvements through self-evaluation**

- Continued commitment to self-evaluation to best improve Literacy and English involving all stakeholders.

The Life and Ethos of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. All members of staff should ensure that:

- We work together to provide a safe and stimulating place for everyone to become a Successful Learner.
- We deliver a balanced, collaboratively planned curriculum to ensure that we have Effective Contributors.
- We encourage children to achieve their best and try new experiences so that they become Confident Individuals.
- We work together to keep improving the school to ensure that our pupils are Responsible Citizens.

Home/School link.

Parents are valued contributors and as such they are kept fully informed of the strategies the school uses to teach Literacy and English. Opinions are sought through information leaflets, open afternoons and online evaluations; they are actively encouraged to provide their child with a positive home learning environment to complete their homework.

Parents are invited to attend curricular evenings and pupil progress meetings twice per year. Any parent who is concerned about their child's literacy is encouraged to contact the school.

Literacy and English Curriculum Area

Talking & Listening

Listening and talking is at the heart of all learning and will take place daily throughout the whole curriculum. A specific lesson on listening and talking will take place regularly and provide the opportunity for the development of specific skills and assessment.

All children will be given the opportunity to build upon previously learned skills thus encouraging continuity and progression. They will self/peer-evaluate their own performance considering the attributes and qualities of a confident individual. Children will be given the opportunity to talk in pairs, trios, and groups and to the whole class for a variety of purposes including discussion of a particular topic, presenting ideas to others, class talks and school presentations e.g. groups, assemblies, school show (See appendix 1).

Reading

In primaries one to three, pupils are taught comprehension and word attack skills using a guided reading approach. All books, both fiction and non fiction, are organised by book

banding. PM benchmarking is used to assess children throughout the course of the year to ensure that they continue to work at the appropriate level (See appendix 2).

Guided reading involves:

- Introduction/walkthrough (teacher encourages pupils to predict the content and goes through each page, drawing attention to significant or difficult vocabulary).
- Independent reading (pupils read text aloud at their own pace, monitored by teacher).
- Returning to the text (discussion of the story linked to characters, events, setting, significant vocabulary, authors choice of words).
- Follow up activities (range of active integrated literacy tasks e.g. sequencing, word finder).

Children are taught specific word attack strategies including:

- Visual cues (word shape, pictures).
- Re-reading (context, grammatical clues).
- Visual/Auditory Clues (initial/final letter, phonemes, syllables).
- Sound out all the letters and blend them together.
- Read the sentence again.

Comprehension strategies taught will include:

- Monitoring understanding – skimming and scanning text, make predictions, ask and answer questions, identifying key words which give information.
- Summarising – main events, scan for specific information, evaluate text.
- Recognising story structure – setting, events and plot.
- Using pictures and word plans – identifying pictures, diagrams, headings, illustrations that make information clear.
- Answering questions – ‘Find it, prove it, and talk about it’.
- Other strategies – use of grammar/word attack/punctuation to self correct, authors’ use of words/phrases/devices.

In primaries four to seven children are offered a rich and varied reading experience with texts that offer stimulation and motivation using the novel study approach. Novels have been carefully selected to provide quality and challenge and are all books that children would find in any bookshop. All novels have been levelled to ensure that they are carefully matched to the children’s ability.

Children progress from the banded books to novels when they demonstrate good levels of comprehension, fluency and independence. This is most often when children reach the end of the gold level of banded books, usually during primary three, when they will then progress onto the novels. At this point the children are encouraged to talk about the text in order to search for meaning and show a clear understanding. Developing fluency shifts from reading aloud to being encouraged to read for longer periods of time either independently or with a partner.

Higher order thinking skills and comprehension strategies taught will include:

- Using active thinking about prior knowledge (metacognition) – what do I already know?
- Using active thinking about words and phrases (metalinguistic) – developing their vocabulary, word building and knowledge of writer’s craft.
- Using active thinking about sensory images (visualisation) – creating images/pictures in the mind, abstract ideas, elaborating/comparing/discussing, mind mapping.
- Using active thinking to draw inferences (metacognition) – using stated and implied messages to find out about characters, settings, main events, etc.
- Using active thinking to find main ideas (metacognition) – using stated and implied messages, reading between the lines.
- Using active thinking to summarise the text (metacognition) – condensing the key message, summarising the essence of meaning, etc.

In order to develop skills in reading and understanding, children will be encouraged to:

- Read, think, question and take notes.
- Discuss, share and question.
- Draw conclusions and clarify understanding.

Word attack strategies are the same for all children from primaries one to seven.

In addition to the teaching of fiction using novels, pupils are provided with opportunities to read a wide range of non-fiction texts. Teachers select appropriate texts to match the children’s ability, books have been sourced to provide challenge, variety and choice and have also taken into account pupil interests. When teaching non-fiction, teachers must provide opportunities for learners to:

- Identify and read sections/topics that are of interest.
- Record their prior knowledge of the topic.
- Make notes as they read to clarify understanding and allow them to share their thoughts with others.
- Use their notes to produce high quality writing.
- Present their knowledge to others.
- Discuss how their knowledge/opinion has been changed/affected.
- Carry out further research on the topic using other sources.

When pupils transfer onto our appropriately staged novels they will also be given access to an online resource called GL Reading. This allows for Personalisation and Choice to be a key element of our reading lessons. The children are tested three times a year a reading age and key information on strengths and areas for development within reading. This allows children to select texts that present an appropriate level of challenge for them to read. Data is collected by the program and the teacher can analyse the progress of each individual pupil.

Writing

Children will experience a weekly taught writing lesson during which they will be explicitly taught using the features of genres as detailed in CfE. The 3 main genres for writing are personal, functional and imaginative. Pupil targets and success criteria for each genre are

shared with pupils and a list of core targets across all genres will be kept in their individual jotters.

Children should be encouraged to make use of their skills in writing across all areas of the curriculum. They should consistently demonstrate the same high standards in writing that they have shown during the taught writing lesson.

Success in writing is dependent on the development of the following skills:

- Accuracy in spelling a range of words.
- Grammatical knowledge and punctuation.
- Understanding of and an ability to write in a variety of forms.
- Ability to appreciate the writer's craft.
- Neat, legible handwriting. (See **Appendix 2** for our Handwriting and Presentation Policy)

These must be taught specifically through direct teaching, modelling and discussion of the types of text. Children should be given the opportunity to practice these skills on a daily basis through independent writing contexts. All children will experience a weekly taught grammar and handwriting lesson with opportunities for reinforcement and consolidation.

What is 'Big Writing'?

Roz Wilson is the creator of the 'Big Writing' concept. She developed a way of teaching writing to children which focuses on four main aspects of writing – Vocabulary, Connectives, Openers and Punctuation (VCOP). Through weekly writing sessions (known as 'Big Writing'), children will develop their skills in these areas, as well as learning about and revising several different writing genres, therefore improving their overall writing ability.

The Four Elements of Big Writing

Vocabulary:

Every class focuses on 'Wow Words' highlighting new and impressive words that the children have used and have found in good quality texts these are shared with everyone. The children are encouraged to use these words where appropriate in their writing.

Connectives:

Every class is taught about the use of powerful connectives (joining words). The children are encouraged to use these in their writing to join sentences and paragraphs, therefore improving the organisation of their writing.

Openers:

Every class discusses good sentence 'openers' (sentence starters) that the children can use in their writing to make their sentences and overall texts more interesting. We teach ways of improving a basic sentence by changing how it begins e.g. 'She opened the door' to a better sentence, 'Cautiously, she opened the door.'

Punctuation:

Every class uses the 'Punctuation Pyramid', showing the levels of punctuation. Children are taught the names of the higher level punctuation from Primary One onwards and learn to use them in their writing.

Learning Intentions and Success Criteria:

These are shared with children prior to writing lessons and regularly revisited. Success Criteria will be differentiated by need of groups or individuals.

Support:

During writing sessions children will be supported by the class teacher and in some cases a Pupil Support Assistant (PSA) or Support for Learning Teacher. As children's understanding of the written language progresses, they are encouraged to write independently.

Grammar and handwriting are important technical skills which are developed through specifically taught lessons. We use Sentence and Word Grammar books as well as Jolly Grammar, for Handwriting we use Berol to ensure we provide a coherent and progressive course for teaching these technical skills. During writing lessons the children will be expected to demonstrate their ability and understanding of these skills.

Editing/Up-levelling:

At the editing stage children are encouraged to read over their work, check spelling, add detail and make improvements.

Peer and Self Assessment

Pupils at each stage will regularly have the opportunity to participate in self-assessment and peer-assessment.

Formative and Summative Assessment

Assessment is an integral part of the learning and teaching process. A balance between Formative and Summative assessment will be used to:

- Provide pupils with clear and regular feedback
- Assist learners and teachers to plan next steps
- Evaluate the effectiveness of teaching

To determine the level that children are working within, writing is formally assessed using the Big Writing criterion scale. In order to effectively track progress of pupil attainment in writing, all pupils will undertake assessments three times throughout the academic year and will be a piece of unassisted writing.

Share Successes

Teachers will ensure that all pupils are given recognition for their writing achievement over the course of the year. This may be recognised through Star Writers, work published on the school Facebook page, examples of work displayed on the wall, etc.

Moderation

Throughout the year we have built in time to allow for moderation of writing. Staff will meet with local cluster school/s to look at specific pieces of writing across the levels and genres. We

encourage all staff to engage in professional dialogue to ensure that there is a shared understanding of standards.

Phonics & Spelling

In primaries one to three, spelling and phonics are taught separately. In phonics, children are taught the initial sounds before moving on to phonemes. Sounds and phonemes are taught using a variety of strategies including songs, rhymes and magnetic letters. The Jolly Phonics resource is used at this stage, supported by Education City.

Pupils are quickly encouraged to blend their taught sounds together to make words. Using magnetic boards children are encouraged to **say, make/break, blend, read and write** words using their magnetic letters. At primary two and three the children are encouraged to cover the word before they write it.

Common words form the basis of the spelling programme. Pupils are introduced to the words appropriate at their stage and are encouraged to read and write these words correctly through focused lessons and in their daily writing activities. At primary two and three spelling will also involve words linked to the learned phoneme and activities may include dictation.

In primaries four to seven, spelling and phonics are more combined. Children will receive regular input on specific spelling patterns, rules and strategies and use a variety of activities on a weekly basis to reinforce these. When entering Primary four pupils will continue to progress through the *North Lanarkshire Active Literacy* programme. When pupils are then ready they will progress onto *Topical Resources*, it is hoped, that the majority of pupils who go through the initial three stages of *Active Literacy* will be able to embark on the *Topical Resources* programme at least midway through Level 6. The *Topical Resources* programme consists of three key parts:

- A **diagnostic test** to identify the spelling age of the child; this is used to place children at the appropriate starting point on the programme.
- **Lists of spelling words** graded in difficulty from a spelling age of 6 to 15 years. These have been organised into seventeen levels, each level being made up of 12 lists of 12-18 words.
- A set of **active learning activities** is provided to enable pupils to practise their spelling on a weekly basis in a wide variety of ways including using Spelling City. In addition to this, there is a 'Look, Say, Cover, Write, Check' activity which is completed in class each week, along with dictionary / thesaurus work.

In session 2021-2022, members of the Learning Council observed spelling lessons in all classes then worked together to create next steps to improve spelling across the school.

Interdisciplinary Learning (IDL)

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes

- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based

The Cultercullen Primary curriculum includes space for learning beyond subject boundaries, so that children can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Our termly forward planning focuses on one Interdisciplinary Learning context (See Appendix 3), concentrating on approximately 2/3 areas of the curriculum. This gives the opportunity for rich, contextualised learning. Our planners then go into more depth and detail for each of our curricular areas. Our Literacy and English planners (See appendix 4) detail the learning activities included in our IDL planner and also discrete subjects such as handwriting, grammar, etc.

Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Opportunities for Personal Achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The curriculum for excellence experiences and outcomes include opportunities for a range of achievements in the classroom and beyond. Cultercullen Primary offers opportunities for achievement and provide the support and encouragement which enables our pupils to step forward to undertake activities which they find challenging. We aim to increase opportunities for working closely with local services, business and voluntary organisations to help our pupils' access information and opportunities.

Assessment

Assessment must inform future learning. There is no point assessing at the end of a unit of work only to discover that the learners haven't grasped the concept being covered. It must be a continual process so that immediate action can be taken if necessary.

For assessment of learner's knowledge teachers will use a range of summative material, e.g. classwork, assessments etc.

Formative assessments in class should be continual. This may include classwork, observations, thumbs up/down, traffic lights, etc.

In writing staff will use procedures for peer, self and teacher assessment. Teachers can gather evidence of progress as part of day-to-day learning. These include transitions within a CfE stage, transition to and from primary and from class to class.

Assessment data is then used by teachers to plan further learning and teaching in literacy.



Not all assessment will be carried out by the teachers, learners must have frequent opportunities to peer and self-assess based on previously agreed targets.

A Framework for Learning and Teaching of Modern Languages (French L2 and Spanish L3)

Introduction

Cultercullen recognises the importance of learning a foreign language and embraces the Principles and Practice as outlined in the Curriculum for Excellence: Modern Languages document.

At Cultercullen Primary, French is taught to all pupils. As encouraged by Education Scotland 'Language Learning in Scotland, A 1+2 Approach' we expose our infant class to French to help prepare the pupils for the more formal curricular exposure in the senior class.

Programs of study in Modern Languages are based on the Curriculum for Excellence outcomes:

- listening and talking
- reading
- writing

At Early and First levels, children will be developing generic skills in their first language. These include taking part in conversations, developing listening, reading and writing skills and knowledge about language. All of these are relevant to learning other languages. Within Modern Languages at these stages teachers will be able to build on children's natural curiosity for sounds and words, and their strong desire to communicate. Activities will include playing games, singing songs, carrying out simple instructions, and playing with simple poetry and rhyme. In this way they can begin to be enthusiastic, confident language learners from the outset.

Whenever they start their learning of another language, children need to experience success by taking part in practical activities that they can enjoy. Language learning is greatly enhanced where it is linked to or embedded in the wider curriculum so that children and young people can enjoy exploring and using language in meaningful contexts. Very importantly, teachers can make great use of opportunities to link language learning with progress in English and with other languages used by people in the school community, enabling children to explore and experiment with sound patterns and make links and comparisons between languages.

Rationale

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Learning through the languages area of the curriculum enables **children and young people to:**

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life.

- Use different media effectively for learning and communication
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- Develop competence in different languages so that they can understand and communicate including, for some, in work settings.

Through the planning of a wide and rich range of learning activities in modern languages teachers will support children and young people to become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning
- Confident individuals, who, through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language
- Responsible citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

The study of a modern language has a unique contribution to make to the development of cultural awareness as it provides children and young people with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world and therefore develop a much richer understanding of active citizenship.

Aims

Learning in the modern languages provides opportunities to create relevant, coherent, enjoyable and successful learning experiences which include the following four elements:

- Awareness of the skills required to be an effective learner of languages
- Awareness of social, cultural and geographical aspects of the countries where a particular language is spoken
- Knowledge about language structures that allows the learner to check the accuracy of her/his language use and to create new language
- The ability to communicate in relevant and realistic contexts.

Through the use of the experiences and outcomes support their planning, by the end of Primary 7, the majority of children will have learned the skills necessary to:

- Give a short presentation about themselves.
- Take part in simple conversations and transactions.
- Understand classroom instructions and personal information.
- Enjoy listening to a story, song or poem.
- Read aloud a simple text.
- Read and understand a short text.
- Write a few sentences about themselves and others.

The aims of modern languages make clear the intrinsic value of learning a foreign language and the contribution it makes to the development of young people as contributing members of an international society and in the world of work.

Time Allocation

There are no specific input requirements in terms of time allocations. The emphasis in modern languages is on ensuring that each learner achieves an acceptable level of proficiency in the language.

Curriculum for Excellence allows for both professional autonomy and responsibility when planning and delivering the curriculum. The framework provides flexibility to organise, schedule and deliver the experiences and outcomes in ways that meet the needs of all learners, but also provides reassurance about consistency where necessary.

At Cultercullen Primary, Modern Languages is delivered formally on a weekly basis.

60 minutes – P3-7

45 minutes – P1/2

Opportunities will be taken to recognise and develop the interdisciplinary aspects of Modern Languages. The study of any modern language plays a central role in the development of literacy skills. It can also contribute to the development of numeracy skills through, for example, learning and exploring the use of the number system in a new language. Learning a modern language provides opportunities for interdisciplinary work by providing a global dimension to a variety of curriculum areas and, particularly, to the areas of active citizenship and cultural awareness. Making connections between different areas of learning and developing relevant course content will be important in attracting our young people to learning a modern language.

Learning and Teaching Approaches

Learning and Teaching approaches in modern languages will be flexible and responsive to the needs of children, taking account of different learning styles and contexts. At Cultercullen School, learning and teaching is embedded in a well-planned program, with activities and experiences that engage and challenge pupils. A positive classroom climate for learning is created and classroom organisation is suitable for all learners.

When planning effective learning and teaching, Cultercullen 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 active in their own learning through using a variety of approaches to match different learning purposes and outcomes.
- Learning will maintain an element of challenge.
- Pupils will take responsibility for their own learning.
- Opportunities will exist for pupils to evaluate their own learning against an agreed success criteria.
- Pupils will be given clear and regular feedback in a variety of ways including praise, encouragement and constructive comments.

- Teaching will be interactive – this will involve teachers in informing, explaining, describing, listening, modelling, questioning, demonstrating, coaching, watching and questioning.
- A range of skilful questions will be planned and delivered.
- Time is available for teachers to observe, circulate, respond and intervene during activities.
- Children and parents will be encouraged to collaborate with both the teacher and pupils to enhance their learning.
- **Modern Languages Programme**
All of the outcomes and experiences as outlined within CfE for listening and talking, reading, writing.
Ways in which young people can become aware of cultures other than their own and awareness that there are other ways of doing things and of responding to the world and people in it.

Within the modern languages framework young people will demonstrate their progression as they move through levels in terms of:

- Increasing length and complexity of text and task in listening and reading.
- Increasing length, complexity and accuracy of response in talking and writing.
- New areas of language content and language use (personal, transactional, language related to the world of work and to the culture of the countries in which the language is spoken).
- Increasing awareness of language rules, including knowledge about language.
- Increasing confidence in taking the initiative (including asking for help) and sustaining communication.
- Increase independence and reduced level of support, including peer or teacher support, and support through wordlists and dictionaries.

Assessment

Assessment in modern languages will focus on children and young people's progress in developing and applying their skills in listening, talking, reading and writing.

Teachers can gather evidence of progress as part of day-to-day learning during individual and collaborative activities, for example engaging in relevant conversation or correspondence with peers and adults about people, places and daily life where the language is spoken, and through talks, writing, and presentations, using ICT as appropriate. Specific assessment tasks will also be valuable in assessing progress. From the time when children and young people begin their learning of a modern language through to the senior stages, they will demonstrate progress in their skills in communication and language learning, in their knowledge about language structure, and in their awareness of social, cultural and geographical aspects.

Assessment should promote enthusiasm, motivation and willingness to try out the language in other areas of the curriculum and beyond school. These will be indicators of children and young people's long-term success as modern language learners and global citizens.

Primary/Secondary Transition

Cultercullen Primary meets regularly with the staff from the Modern Languages Department at Meldrum Academy and the other Primary Schools within the Partnership. Effective



communication at transition stages is essential to ensure progression in knowledge and skills which takes account of prior learning and makes effective use of the knowledge of each child as a learner.

ICT

ICT will play a role in the delivery of the modern language curriculum by motivating learners, supporting different kinds of learning and as a writing tool. ICT will also have a role to play in supporting high quality communication among teachers.

Staff Development

Staff development needs in Modern Languages will be identified through the Professional Review and Development Process which is integrated with the school development process. All members of the teaching staff will have access to advice and staff development as necessary, within the resources available.

Appendix 1

Listening and Talking Assessment Calendar

	Term 1 and 2 - Individual Assessment	Term 3 – Group Assessment	Term 4 – On going assessment of participation in daily class activities
P1	Talking ‘bag’ – linked to transition. Collect 5 special items over the summer to share with your class when you start P1.	Group Assessment – linked to topic, IDL, individual or group interests. ‘Group’ could mean pair, trios, etc.	On-going observations throughout the year feeding into Early/First Level red/amber/green assessment of the level.
P2	Share something that they have made/done in the classroom linked to individual interests.		
P3	Share some facts about themselves with their new teacher. Getting to know you transition activity.	Group assessment – linked to a relevant and purposeful topic, e.g Burns, Life and Ethos of the School	On-going observations throughout the year feeding into First Level red/amber/green assessment.
P4	Share some information with the class about a hobby or out of school activity.	(Groups), a trip, Topic, etc	
P5	Share some research/findings about a topic of their choice.	Research and present information detailing skills and knowledge of one of a given list of professions.	On-going observations throughout the year feeding into Second Level red/amber/green assessment.
P6		Y1 – Present experiences from P6/7 work experience day. Compare and contrast jobs and experiences.	
P7		Y2 – Research, present, compare and contrast information about occupations.	

Audience could be class teacher, small group, PSA or whole class – linked to children’s individual circumstances.

Appendix 2

Handwriting and Presentation Policy

Aim

Our aim is that every pupil at Cultercullen School has the opportunity and support to develop a fluent and legible style of handwriting. Capital and lower case letters should be used appropriately and letter size should be consistent. We will provide opportunities for pupils to develop, practise and perfect skills and provide support for children who experience any difficulties.

Implementation

Handwriting will be a discrete lesson taught weekly in all classes. There will be further cross curricular opportunities to practise throughout the week. Teachers will model the Nelson font.

<http://www.nelsonthornes.com/nelsonfamily/handwriting.html>

Teachers will explicitly teach letter formation and joins. Pupils will practise in their Handwriting jotters or in the Nelson workbooks depending on their age and ability.

- In P1 (and beyond for some children,) hand eye co-ordination and gross and fine motor skills will also be developed to support handwriting by:
- Using a range of tools to develop drawing lines and circles using gross motor skills e.g., swirling ribbons, batting balls, painting.
- Using a range of materials to develop fine motor skills e.g., wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints.
- Practising manipulative skills e.g., threading, construction.
- Using a variety of tools and paper, indoors and outdoors, for purposeful writing e.g., role play, labelling, card making.
- Developing the movements of letter shapes using gross motor skills (linked to music and sounds) to gain confidence with the basic movements and flow of writing.
- Introducing new letters in line with Jolly Phonics, the letters and sounds programme used in P1.

Across P1-P7 all teachers and PSAs will support the development of handwriting by:

- Having high expectations, valuing written work that is the child's best effort and supporting when it is not.
- Identifying left-handed children and providing sufficient space for them to work.
- Providing appropriate lined paper and sharp pencils or handwriting pens.
- Modelling how to hold a pencil correctly.
- Reinforce learning from handwriting lessons when pupils are writing across the other curricular areas.
- Monitor progress regularly through observations, implementing support when required.



- Encourage children to sit correctly when writing – both feet on the floor, etc.
- Model handwriting correctly on the board, in jotters, displays, etc.
- Allowing children with very poor fine motor skills to print and not make joins if this is appropriate for them.

Guidance on learning and teaching of handwriting for teaching staff

Handwriting to be taught weekly with teachers modelling letter formation and/or joins. Inputs can be to whole class, groups or individuals depending on the levels of differentiation required.

We will not join these descenders onto another letter– f, g, j, y,

Teachers will use the Nelson online resource, pupil workbooks and the pupil books.

Across the school, pupils will self-evaluate using tickled pink and green for growth. Teachers will use acknowledgement marking and in the moment feedback.

Appendix 3

Book Banding

Curriculum For Excellence Level	Book Band
Early Level	1. PINK
	2. PINK 2
	2. RED
First Level	3. YELLOW
	4. BLUE
	5. GREEN
	6. ORANGE
	7. TURQUOISE
	8. PURPLE
	9. GOLD



Appendix 4

Termly Overview Planner

Overview

Curricular Area	Cross-Curricular	Outdoor Learning	Inter-disciplinary (1 focused area)	Partnerships
Art				
Drama				
Dance				
Music				
H & W				
Reading				
Writing				
L & T				
Numeracy				
RME				
Science				
Social Studies				
Technologies				
RRS				



Appendix 5

Language Planners

LITERACY and ENGLISH PLANNER-CULTERCULLEN

SECOND LEVEL

Assessing Progress and Achievement

Early	First	Second	Third
Selects and discusses a range of texts and describes likes and dislikes.	Selects and discusses a range of texts, giving a personal response.	Selects and discusses a range of texts, giving a personal response.	Selects and discusses a range of texts, justifying personal preference and evidencing personal response.
	Recognises the difference between fact and opinion and uses this to develop an informed view.	Discusses the difference between fact and opinion, recognises persuasive language and evaluates reliability of sources.	Recognises persuasive techniques and evaluates the reliability and relevance of sources with increasing independence.
Shares thoughts about events and characters in different ways.	Shares thoughts about structure, characters and setting. Recognises the writer's theme and links to own experiences.	Discusses structure, characterisation and setting. Recognises the relevance of the theme and links to own and others' experiences.	Discusses structure, characterisation and setting using evidence. Understands how the theme is developed and links to own and others' experiences.
Knows that sound, rhyme and word	Comments on the writer's use of	Identifies and discusses the writer's	Identifies and discusses the writer's



choice can enhance enjoyment of a text.	language and the effect it has upon the reader.	style, use of language, and the effect this has upon the reader	style and features appropriate to genre using evidence.
Explores writing through a range of simulated and real opportunities.	Writes independently for a range of purposes and audiences.	Writes independently for a range of purposes and audiences.	Writes independently in a variety of genres and forms, taking account of purpose and audience.
Uses and applies existing knowledge of texts when creating texts, expressing ideas, feelings and experiences in a variety of ways.	Uses and applies knowledge of genre conventions when planning and creating a variety of texts, using language appropriate to purpose and audience.	Uses and applies knowledge of conventions of genre, form, structure and style when creating a variety of texts, using language to suit purpose and engage the audience.	Demonstrates a clear understanding of genre conventions by confidently creating a variety of texts to address purpose and engage the audience.

<p>Enjoyment and choice - within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.</p> <p>Understanding, analysing and evaluating- investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.</p> <p>Creating text- applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.</p> <p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 2-11a</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG2-17a</p> <p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT2-18a</p> <p>I can : Discuss structure, characterisation and/or setting</p> <ul style="list-style-type: none"> Recognise the relevance of the writer's theme and how this relates to my own and others' experiences <p>Discuss the writer's style and other features appropriate to genre. ENG2-19a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p> <p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p>		
Developing	Consolidating	Secure
I can begin to select and read more challenging fiction and non-fiction texts on a regular basis for enjoyment. I can reflect on the book selections I make- why I enjoy/	I can select and read challenging fiction and non-fiction texts on a regular basis and give reasons for my choices. I can reflect on the book selections I make- why I enjoy/	I can select and read challenging fiction and non-fiction texts on a regular basis and give reasons for my choices.



<p>dislike particular texts/ authors. I can discuss the features of different genres. I choose to read independently for pleasure. I can select a book to read/ find information from a library. I can read for meaning with increasing confidence- time, place, characters, story setting, place, atmosphere, events as well as possible conflict, reasons, thoughts and feelings. I can recognise and identify relationships, personality, behaviour, emotions, outcomes and conclusions. I can reflect on how the structure of the story affects/ leads to the outcome. I can reflect on my own experiences and opinions in relation to the text, which could allow me to make predictions. I can ask key questions about the text eg What I know/ What I want to find out more about. I can respond to literal and inferential questions. I can suggest alternative- endings to stories, characters, settings, use of vocabulary. I can select the subject, purpose, format and resources required to create my text. I can write independently creating persuasive, recounts and narrative texts. I can express my feelings and emotions while writing a persuasive or recount text. I can create interesting poetry.</p>	<p>dislike particular texts/ authors. I recognise which features of the text lead me to choose a particular genre. I choose to read independently for pleasure. I can select a book to read/ find information from a library/ own sources. I can select a book of my choice from reading a synopsis/ and skim reading the beginning pages from a book. I can read for meaning with increasing confidence- time, place, characters, story setting, place, atmosphere, events as well as possible conflict, reasons, thoughts and feelings. I can recognise and identify relationships, personality, behaviour, emotions, outcomes and conclusions. I can reflect on how the structure of the story affects/ leads to the outcome. I can reflect on my own experiences and opinions in relation to the text, which could allow me with increasing confidence to make predictions. I can ask key questions about the text eg What I know/ What I want to find out more about. I can respond to literal, inferential and evaluative questions. I can suggest alternative- endings to stories, characters, settings, use of vocabulary. I can select the subject, purpose, format and resources required to create my text. I can write independently creating persuasive, recounts and narrative texts. I can express my feelings and emotions while writing a persuasive or recount text. I can create interesting poetry with appropriate structure.</p>	<p>I can say which features of the text lead me to choose a particular genre. I can reflect on the book selections I make- why I enjoy/ dislike particular texts/ authors. I choose to read independently for pleasure. I can select a book to read/ find information from a library/ own sources. I can select a book of my choice from reading a synopsis/ and skim reading the beginning pages from a book. I can read for meaning with increasing confidence- time, place, characters, story setting, place, atmosphere, events as well as possible conflict, reasons, thoughts and feelings. I can recognise and identify relationships, personality, behaviour, emotions, outcomes and conclusions. I can reflect on how the structure of the story affects/ leads to the outcome. I can reflect on my own experiences and opinions in relation to the text, which could allow me to confidently make predictions. I can ask key questions about the text eg What I know/ What I want to find out more about. I can respond to literal, inferential and evaluative questions. I can suggest alternative- endings to stories, characters, settings, use of vocabulary. I can select, read and differentiate between auto-biography and biography. I can create an auto-biography or a biography. I can select the subject, purpose, format and resources required to create my text.</p>
--	--	---



		<p>I can write independently creating persuasive, recounts and narrative texts.</p> <p>I can express my feelings and emotions while writing a persuasive or recount text.</p> <p>I can create interesting poetry with appropriate structure.</p>
<p>Activities and opportunities to develop and extend literacy and language skills</p>		
<p>Use of Accelerated Reader, pupils select reading books independently at their learning level.</p> <p>Weekly visit to school library.</p> <p>Terms 1&2 Group Reading Term 3 Class novel</p> <p>Discussions based on Blooms Taxonomy & Book Detectives</p> <p>Fact or opinion sentence cards- read and sort- explain choices made.</p> <p>Term 3- Poetry (see attached sheet) Term 4 - Poetry writing (see attached sheet)</p> <p>Use 'Write to the Top' and 'Active Literacy' to develop writing skills for Personal and Imaginative writing.</p> <p>Pupils select their own topic to write about. Select the purpose of the text and decide on the layout.</p>	<p>Use of Accelerated Reader, pupils select reading books independently at their learning level.</p> <p>Weekly visit to school library.</p> <p>Terms 1&2 Group Reading Term 3 Class novel</p> <p>Discussions based on Blooms Taxonomy & Book Detectives</p> <p>Fact or opinion sentence cards- read and sort- explain choices made.</p> <p>Term 3- Poetry (see attached sheet) Term 4 - Poetry writing (see attached sheet)</p> <p>Use 'Write to the Top' and 'Active Literacy' to develop writing skills for Personal and Imaginative writing.</p> <p>Pupils select their own topic to write about. Select the purpose of the text and decide on the layout.</p>	<p>Use of Accelerated Reader, pupils select reading books independently at their learning level.</p> <p>Weekly visit to school library.</p> <p>Terms 1&2 Group Reading Term 3 Class novel</p> <p>Discussions based on Blooms Taxonomy & Book Detectives</p> <p>Fact or opinion sentence cards- read and sort- explain choices made.</p> <p>Term 3- Poetry (see attached sheet) Term 4 - Poetry writing (see attached sheet)</p> <p>Use 'Write to the Top' and 'Active Literacy' to develop writing skills for Personal and Imaginative writing.</p> <p>Pupils select their own topic to write about. Select the purpose of the text and decide on the layout.</p>



Evaluation of teaching

Evaluation of teaching

Evaluation of teaching

