Carmuirs Primary School

Communication and Literacy Guidelines ELC -P1-7

Revised April 2026

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Rationale

Literacy attainment is assessed and measured nationally in Scotland at ages 5, 11 and 16. At each stage there is an attainment gap between those from richer and poorer backgrounds (Joseph Rowantree Foundation 2018-19) At Carmuirs Primary School we prioritise our role 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 and ever-changing 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.

We recognise that by improving the reading, writing, listening and talking skills of our pupils that we are providing them with essential lifelong learning tools and that this will directly impact on their lives.

Introduction

Curriculum for Excellence defines literacy as:

"the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language and the range of texts, which society values and finds useful"

Curriculum for Excellence: Literacy and English: principals and practice, Scottish Government, 2009

These guidelines focus on the development of literacy at Carmuirs Primary School.

Aims

The Key Aims of Carmuirs Primary School's literacy guidelines are to:

- **Raise levels of achievement and attainment in literacy among all learners.**
- **Provide an effective progressive framework for the delivery of high-quality learning and teaching in literacy.**
- **Increase staff skills and confidence in teaching literacy and ensure that the whole school community understands its role in developing literacy.**
- **Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of literacy skills and can apply these skills effectively and with confidence across the curriculum.**

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- **Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant literacy curriculum for all.**

<u>Staff Training</u>

It is the responsibility of teachers joining Carmuirs to highlight to the leadership team any training requirements based on following these guidelines for quality assurance. When monitoring literacy, the aspects of these guidelines will be the focus.
Staff are encouraged to further enhance any training needs/refresher courses through their own CPD in line with school improvement priorities.

It is also advised that staff who have moved stages should seek further CPD training to deepen their knowledge of and delivery of literacy within their level.

<u>Forward Planning</u>

Staff plan using Curriculum for Excellence Experiences and Outcomes, Benchmarks, Falkirk Council Progression Pathways, Big Writing guidelines, and school guidelines. Planning focuses on subject knowledge and skills development and embraces the seven principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance.

- **Active learning opportunities, multi-sensory and outdoor learning teaching approaches are planned for to provide *Challenge and Enjoyment.***

- **Planning builds on prior knowledge and experience to ensure *Progression.* Teachers track and evaluate pupils' progress and use this information to inform future learning.**

- **Pupils are given frequent opportunities to revisit topics and apply previously learned knowledge and skills in new and unfamiliar contexts, hence promoting *Depth* of understanding.**

- **At all stages differentiation is provided through Learning intentions and success criteria, choice of resources and organisation structures such as cooperative learning, flexible ability groups depending on the task; and additional input, support and challenge. This helps to ensure *Personalisation* of learning. Pupil choice should be encouraged and documented within planning.**

- **Clear links are promoted between literacy and other subject areas to draw different strands of learning together and provide *Coherence*. This is identified in Inter-disciplinary Plans.**

- **Every opportunity is taken to link learning in literacy to real contexts. This helps pupils to see the *Relevance* of literacy to their daily lives.**

Learning and Teaching Strategies to be included in weekly plans

Learning and teaching activities draw upon a skilful mix of approaches including:

- **Appropriate and effective use of digital technology and digital learning building skills for life and work 'The class of 2030 and life ready learning – the technology imperative'**
- **Cooperative and independent learning**
- **Revisiting previous learning to ascertain skills and knowledge to build on**
- **Direct interactive teaching**
- **Active learning with opportunities to discuss, observe, explore, investigate, experiment and play; ensuring that all children are appropriately challenged at their stage of learning.**
- **Regular opportunities to discuss, communicate, explain and extend thinking; including the development of higher order thinking skills.**
- **Effective questioning which asks for literal, inferential, evaluative and personal responses**
- **Use of 'HOTS' (Higher Order Thinking Strategies) to help pupils reflect on texts in depth e.g., characters, feelings. See Appendix 3**
- **Contextualised learning linked to real life context or a context that is familiar to pupils' experiences.**
- **Appropriate and effective use of technology**
- **Opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences, for example school productions and class assemblies.**
- **Assessment is for Learning approaches including effective questioning, sharing of outcomes, self, teacher, and peer assessment to identify success and plan next steps.**

Jotter Layout – in lined jotters

The top enlarged horizontal margin should not be written on as there is no line above to model expectation of upper case letter height. In p1 and P2 the short number date is suffice and can be written by the teacher or child between first two lines in the top left

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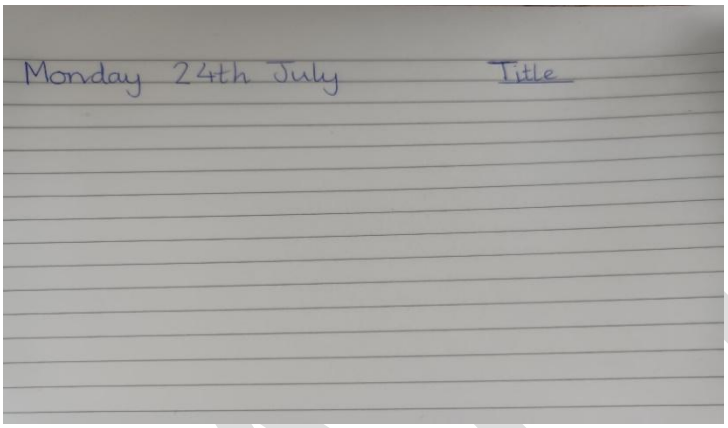
hand corner. E.g. 24/7/23 Children who are more able can begin to write the longer version of the date if capable.

In p3 -7 the expectation is that most children will write the written word date in the top left hand corner and have an underlined title. (Teacher judgement will allow for any children who may not be able to achieve this – for those children the number date is ok) This gives children daily practise using a ruler, writing the days of the weeks and months and offers opportunities for teachers to model handwriting and layout expectations.



<u>We develop the core areas of literacy as follows:</u>

<u>Communication</u>

<u>Listening and Talking:</u>

Effective listening and talking involves a complex set of skills that will not develop without structured teaching and practice. In Carmuirs Primary School we encourage *Hearsay- An Interdisciplinary Approach to Listening and Talking from* P1-7 be used to teach and assess the core skills of Talking and listening, thus ensuring progression, continuity and consistency throughout the school The *Hearsay* approach is based on child centred, interactive learning with a focus on teaching:

- **Common skills – body language, delivery and content. (recommended Solo talk assessed focus)**
- **finding and using information**
- **reflecting on personal experience**
- **analysing and evaluating text**
- **Group discussion/Listening (recommended Small/ Large group discussion assessed focus – usually done through IDL)**
- **Analysing and Evaluating texts (Recommended Small group discussion assessed focus – usually done through reading group/IDL activity)**

Hearsay folders should be within every classroom – the planning and assessment template grids are within these and should be photocopied, added to class teacher planning folders and highlighted/dated throughout each academic year then passed on during transition to show coverage of skills.

Teaching Children to Listen and FoCal packs can also be used to supplement lessons.

Listening Skills (yellow teacher books in middle area are also very good to teach following instructions)

<u>Speech and Language</u>

In Carmuirs we work closely with the NHS forth Valley Speech and Language team. Their role is to work with children and young people with a range of speech, language, communication, and/or eating and drinking difficulties to:

- **Provide an equitable child-centred approach to children and young people with speech, language and communication needs, and to those with eating and drinking difficulties**
- **Support children, young people and their families to self-manage their speech, language, communication or eating and drinking needs**
- **Develop the skills of the other individuals involved with the child or young person to use strategies to help their continued development and promote wellbeing**
- **Provide targeted support when required – his can include groups for parents, advice and strategies, working with children in a group and individual appointments**

<u>Teaching of phonics, reading and writing</u> p1-2

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. Read Write Inc (RWI) is an inclusive literacy programme for all children in Primary 1 and 2 learning to read. Children learn the common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.
Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur each day as the continuity and pace of

the programme is key to accelerating the progress of children's reading development.

***Read Write Inc.* Phonics**

The programme is for:

- Pupils in Primary 1 and 2 who are learning to read and write
- Any pupils in Primary 3 and 4 who require further consolidation
- Pupils in P5-7 may access Read Write Inc. Fresh Start if required

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, pupils work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as poor articulation, problems with blending or alphabetic code knowledge.

Pupils are grouped according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will develop as they develop their reading skills.

In Primary 1 we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily and pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the class teacher supports their increasingly fluent decoding.

Alongside this, the children are exposed to a wide range of stories, poetry and non-fiction, and they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Children are encouraged to compose each sentence aloud until they are confident to write independently. This is repeated daily.

DRAFT

Children write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.
Once the pupils complete the phonics programme, they will be able to choose books to read at their own interest and comprehension level.

Assessment and Recording

Children are assessed throughout every lesson during direct teaching and partner tasks. The class teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is carried out every 6 weeks by the SLT using the RWI assessments. This ensures that the children are making progress and are being supported and challenged at the appropriate level.
Supplementary interactive resources can be accessed on the Oxford Owl website. Parents can also access these resources for consolidation at home.

Teaching of reading, spelling and writing P3-7

Reading:

Each week children should have one text for class-based reading activities, books for enjoyment from the class library and/or allocated books on bug club/EPIC. Allocated books can be shared on Seesaw each week and ipads can be sent home to encourage reading for enjoyment at home.

Designated reading time should be timetabled *every* day – recommendation is 10 – 20 minutes. An example may be to allocate 2 sessions per week for reading for enjoyment and 2 for reading group focussed tasks to ensure children have read chapters/pages prior to class based reading tasks. Classes should buddy up to carry out paired reading once per week- the focus can be flexible to maintain motivation and enjoyment i.e. fiction/ non-fiction/ common words practise – games based approaches to reading etc.

Children should enjoy a class novel with the class each term. The class novel can also be used to explicitly teach reading for one term out of the academic year and tasks should be differentiated by ability.

When planning for a term of reading teachers should consider how many weeks the term is and consider the <u>KEY SKILLS</u> that they aim to target and which genres.

Reading should be encompassed within the teaching of literacy and linked to Writing, Talking and Listening and IDL bundles so that the skills are taught within a meaningful context and with purpose. External sources such as webpages/ magazines/ film as text etc should also be encouraged. See Appendix 2 for suggestions of genre and text examples that could be used to teach the skills.

Term 2 October – December – 9 week block					
Wk beg	**Text Type Focus**	**Blue Group**	**Green Group**	**Red Group**	**Yellow Group**
1.	**Fiction – narrative Focus Characterisation Setting**	**Charlie and Choc Ch 1-5**	**Matilda Ch1 -5**	Gold level fiction - Hansel and Gretel	Blue level fiction The Bag of Coal
2.		**Charlie and Choc Ch 6 - 11**	**Matilda Ch 6 -11**	Gold Level Fiction Jack and the Beanstalk	Blue level fiction Fire in Wild Wood
3.		**Charlie and Choc Ch 12- 17**	**Matilda Ch 12-17**	Gold Level Fiction The Journey into the Earth	Blue level fiction The Big Snowball
4.		**Charlie and Choc Ch Ch18-23**	**Matilda Ch18 - 23**	Gold Level Fiction - The Magic Carpet	Blue level fiction The mango tree
5.		**Charlie and Choc Book review/ eval**	**Matilda Book review/eval**	**Review favourite book**	Blue level fiction Presents
6.	**Plays**	**The Proper Princess Test Focus on expression and stage directions. Layout – develop their own scene**		**Harry and the Megabyte Brain Focus on expression – pace and accuracy.**	
7.					
8.	**Non Fiction Focus – headings sub headings contents index glossary**	**IDL books /online sources Extracts – non fiction**		Gold Level Non-Fiction Desert Safari	Blue Level Non-Fiction A Bear Eats Fish
9.				Gold level Non-Fiction Explore the Poles	Blue Level Non-Fiction Baby Animals

In p3 -7 taught reading focussed time should be given over 3 – 4 sessions per week:

- **One fluency/discussion session per week- this should be teacher led then children can be split in to pairs or as part of a small group where children have opportunities to read aloud and should be given feedback from teacher assessment, self-assessment and peer assessment for the core skills of fluency – PACE, Accuracy and Expression. Ipads and Teams can be used to help children record their fluency and self and peer assess. Text discussions should centre on prior knowledge and personal experiences before starting a text, finding and using information, understanding, analysing and evaluating the text throughout the reading process and at the end when reflecting and**

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reviewing the text. The Blooms paddles/ flowers/ buttons are very effective tools to use during these discussions as question prompts that the teacher and children can use.

- One taught/focussed comprehension session per week however skills should be consistently referred to, revisited, and transferred throughout the whole curriculum regularly. It is encouraged that comprehension strategies are displayed to teach from but also as a visual reminder for pupils that can be referred to daily.
  Recommendation to focus on 2- 3 taught strategies per term with opportunities for assessment-built in. (Approx 3 weeks per skill) e.g.
  Week 1 – teaching the skill – modelled and supported fully by class teacher
  Week 2 – practising the skill – through reading group task/ IDL lesson/ supported by class teacher.
  Week 3 – assessing the skill – through reading group task/ Unseen text/IDL lesson - independently.

  The Prime Ed Comprehension Skills books A-F show the full list of reading comprehension strategies and have pre made assessments and scoring grids templates so teachers can track and assess progress of skills per child/group. If teachers use these resources - it is recommended that they photocopy the skills page and highlight and date strategies when they are taught to be passed on during transition.

  See also North Lanarkshire Active Literacy Packs.

- One/Two reading to write activities based on the group text/class novel/ book for enjoyment/ IDL focus so that taught Literacy skills (i.e. Spelling/ grammar, comp skills, T &L skills) are transferred and being applied. Reading to Write activities should be independent tasks where children are encouraged to write about the text. These tasks can focus on:
  - prior knowledge
  - developing and consolidating taught writing /grammar skills/ comprehension skills
  - writers' style/ metalinguistics/ visualisation/ themes/ features of genres
  - Questioning/ answering and creating literal, inferential, evaluative, using HOTS (Higher order thinking skills)

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- **In p3 -7 reading is supported with a wide variety of books to develop comprehension and fluency including the Cambridge Reading Scheme, Storyworld Reading Scheme, Literacy World Reading Scheme and a range of quality novels. Non-Fiction can be accessed via texts online and using apps such as the EPIC schools app, Borrow Box app. See APPENDIX 1b for the list of reading books and novels used at Carmuirs Primary School, these sheets are to be used as a progression of books and should be**

  - **photocopied per group, or added and to TEAMS online planning**
  - **highlighted, and dated to show when the child was given the book.**
  - **Additionally sourced texts can be added to these sheets by teachers. These grids should be filled out per group and passed on to the next teacher as part of transition. Teachers should keep the previous year's sheets to evidence coverage and progression.**

Exemplar reading to write activities and pre made tasks can be found as hard copies in the folders in the middle area or in the staff share folders on your desktop. We also have teacher books and task cards for many of the novels and texts in the middle area. The novels that have teacher books are marked on the reading book stock list. If you make/find any resources of your own please add these to our bank of resources for others to use. ***Shared Reading Resources can be found in the resource area***

- *Teachers' books*
- *Novel study guides*
- *Photocopy master activities*
- *Photocopiable Reading to Write tasks on the shared area online in staff share – write – reading schemes. We also have a large bank of reading resources in the Staff Share – Write- ======Reading Scheme Resources folder*

- **Appendix 2 is an additional template that teachers can use to document genre exposure and to ensure specific texts/ media genres are not repeated or overused throughout stages. This should also be passed on as part of transition if used.**

- **Links in reading within IDL**

- **Every class should have an attractive library area. Pupils should be encouraged to suggest authors and books they would like to read in their class library for enjoyment and should be encouraged to discuss, write about and display their recommendations on the top 10 laminates in each class.**

- **The school reading hub can be used by children to read for enjoyment**

Phonics/Spelling

- **Single Word Spelling Test is a whole school assessment given at the beginning of term 1 every year – children should then focus on words they got incorrect or spelling patterns/ phonemes they need to revisit/ consolidate. Children can work on these with their paired reading partner.**
- **P1-2 Phonics/Spelling program is delivered through Read Write Inc – see separate RWI section**
- **P3 – 7 Spelling is taught and planned in line with the Progression Pathways. Classes use the Nelson program which offers a progression plan across the stages. Teachers will also incorporate fun multisensory active methods for reinforcement/ consolidation and assessment purposes.**

Writing:

Writing involves a set of complex skills that will not develop without structured teaching and practice. In Carmuirs Primary School teachers use PM Writing and Talk for Writing pedagogy.

1. The imitation stage – teacher directed - children read model texts and begin to internalize some great common structures that they can repurpose in their own writing.
2. The innovation stage – with teacher support children recreate their own versions of the model texts.
3. The invention stage - children write a piece all of their own! They take the format of the model text, but produce their own work. 'The hot piece'

All classes have their own copy of the talk for writing handbook which supports class teachers and provides further details about delivery. PM Writing large teacher books are also available for class teachers and the online software for each stage is available in the CPS Forward Planning folder on Teams.

(There is no distinction between books A and B in terms of difficulty)
Emergent A+B = P1
Early A +B = P2+3
Developing A + B = P3/4/5
Consolidating A +B = P4/5/6
Extending A +B = P6/7 into S1

The Carmuirs Writing Progression for PM Writing for all classes for the first two years starting August 2026 is as follows: (We will introduce the next text types once further training has been done in 2028)

Term 1 Description

Term 2 Narrative/Recount

Term 3 Information

Term 4 Exposition

See the overview below with the text types to be taught and overall grammar focus – the S.C. criteria for each stage and level can be found on Teams in the CPS forward Planning folder. There should still be a focus on VCOP - Vocabulary, Connectives, Openers and Punctuation (VCOP) to enhance and improve technical writing.

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Features of Text Types

T4 Exposition

T1 Description

T2 Narrative/Recount Imaginative

T3 Information

Text Type			Purpose	General Structure	Grammatical features
Persuasive		**Discussion**	To examine issues from more than one perspective	• Statement outlining the issue • Arguments for and against • A conclusion	• use of thinking verbs e.g. *feel, believe, hope* • use of connectives e.g. *on the other hand, however*
Persuasive		**Response**	To respond to a visual, written or performed work	• Context of artistic work • Description of artistic work • Judgement	• words that express judgements e.g. *impressive, bright, dull* • descriptive language
Persuasive		**Exposition**	To persuade by arguing one side of an issue	• Macro sentence • Statement of Position • Arguments • Reinforcement of Position	• words that qualify e.g. *usually, probably* • words that link arguments e.g. *firstly, secondly, another reason*
	Informative	**Report**	To classify and/or describe	• General Statement or classification • Description	• technical language, nouns/adjectives e.g. *volcano, eruption* • simple present tense verbs e.g. *is, are, has, have* • generalised terms e.g. *families vs my family, the Smiths*
	Informative	**Procedure**	To instruct someone on how to do something	• Aim • Materials • Steps (numbered)	• verbs usually at the beginning of each instruction e.g. *put, cut, run* • words or groups of words that tell us how, when, where, with whom e.g *until fully blended*
Imaginative	Informative	**Explanation** (factual-Informative literary-imaginative)	To explain how or why something occurs	• Phenomenon identification • Explanation sequence	• technical language e.g. *volcano, eruption* • use of words to establish cause and effect sequences e.g. *because, as a result of*, to establish cause/effect sequences • use of time connectives e.g. *firstly, secondly, finally*
Imaginative	Informative	**Recount** (factual-Informative literary-imaginative)	To retell a series of events	• Orientation • Series of events sequenced in time • Reorientation	• descriptive language (adjectives) • past tense verbs e.g. *was, were, had* • time words to connect events e.g *firstly, secondly, finally* • words which tell us where, when, with whom, how
Imaginative	Informative	**Description** (factual-Informative literary-imaginative) *This text type is often embed-ded within other texts	To describe the characteristics or features of a thing or a phenomenon	• Introduction to the subject of the description • Characteristic features of the subject e.g. *physical appearance, qualities, behaviour, significant attributes*	• particular nouns • variety of adjectives – shape, size, colour, number, texture • action verbs e.g. *jumped, escaped* • figurative language such as similes e.g. as *big as a house* and metaphors e.g *the instructor barked commands*, etc.
Imaginative		**Narrative**	To entertain, amuse or instruct	• Orientation • Complication • Series of events • Resolution • Coda (optional)	• usually specific participants • time words used to connect events e.g. *firstly, secondly, finally* • action words predominate in complication and resolution e.g. *jumped, escaped* • noun groups important in describing characters and settings e.g. *many old men*

The writing programme can be supplemented by a variety of other resources from SALT including:

- *Fun with Narrative P1*
- *Colourful Semantics P2/3 (can be used in upper school for children with support for learning needs)*
- *Oral to Written Narrative P2/3/4. (can be used in upper school for children with support for learning needs)*

Pupils have an opportunity to participate in a range of daily writing activities. Through these opportunities, pupils will:

- Be given daily opportunities for free writing, where children can write for pleasure. This may include a personal project book so children can create texts. Free writing should not be marked but should be celebrated.

- Continue to extend their writing skills, knowledge and understanding through relevant contexts in IDL as stipulated by the whole school bundles. In this way, pupils will experience writing in a range of text types and for different purposes and will have an opportunity to present their written work using various forms of media.

- Handwriting is delivered through RWI IN P1/2 – see RWI plans. Handwriting is then taught using Nelson handwriting it should be modelled consistently by the class teacher and taught formally for approx 20 mins each week (This can be split into shorter tasks over several days.). See Appendix 4 for progression plan.

Writing Assessment

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Scots Language

Curriculum for Excellence literacy Experiences and outcomes state children will:

- *develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages*
- *explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative*
- *extend and enrich my vocabulary through listening, talking, watching and reading.*

Learning Scots will encourage children to develop:

- **Awareness of the skills required to be an effective learner of languages**
- **Awareness of social and cultural aspects of Scottish culture, heritage and tradition**
- **Knowledge about Scots language structure and idiom that allows the learner to check the accuracy of their language use and to become creative with language**

Teaching of Scots Language

- **Scots language can be visited at any time of the year and linked within IDL topics whenever possible.**
- **In January of each school year there is a specific whole school focus on Scots language. All classes learn and recite a Scottish Poem. Three class finalists are then chosen.**
- **Every January the senior leadership team deliver a Scottish themed assembly to celebrate the life of Robert Burns and the winner from each class recites their poem at the whole school assembly.**
- **Each year at the end of year awards ceremony a silver quaich is awarded to a child who excels in the delivery of Scots language. The quaich is in memory of a past headteacher, Anne Kelly, who had a passion for Scots Language.**
- **Develop children's understanding of how they have acquired and learned their first language (inc. engaging in conversation, developing reading skills, Listening skills and Knowledge about language) and how this relates to their study of Scots language.**
- **Increase awareness of language rules including knowledge about language and build on children's natural curiosity for exploring and enjoying sounds and words, and their strong desire to communicate.**
- **Ensure that learners take part in enjoyable, practical activities e.g. playing games or singing songs.**

English as an Additional Language

Bilingual folder with resources is in the middle area with the writing resources.

Children who do not have English as their first language should have opportunities:

- **To promote equality of opportunity for all learners for whom English is an additional language.**
- **To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.**
- **To ensure EAL pupils reach their full potential.**

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EAL pupils should

- Be grouped according to cognitive level rather than English language level.
- Encouraged to develop their first languages in order to facilitate concept development in tandem with their acquisition of English. E.g. Children should be given opportunities to write in their first language and experience texts/resources which are age and culturally appropriate in their first language – these can be sourced online via many helpful sites such as

https://bilingualkidspot.com/2019/02/19/free-online-books-for-kids/

http://www.childrensbooksonline.org/library-translations.htm

https://magicblox.com/

- Use key visuals and other strategies to support children's access to the curriculum.
- Receive individualised planned support for their literacy tasks especially those who are non English speaking.
- Have opportunities to actively liaise with home and school to help support their children's learning.
- Have access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- Opportunities to be assessed in their first language where possible and where appropriate.
- Opportunities to work with outer agencies to seek first language assessment to ensure the accurate identification of any SEN needs.
- Staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- Opportunities to celebrate multilingual skills and promote linguistic diversity with other pupils.
- Links with Art

Through all areas of literacy

The children will be given opportunities to:

- set and evaluate their own personal targets in ongoing class work
- work in cooperative, collaborative, active and individual contexts to achieve these targets
- link their learning across the curriculum and transfer their skills to ensure depth and breadth of knowledge
- enrich their experience of language recognising the diversity of Scotland's culture and identity

Assessment

The principles of Curriculum for Excellence mean that progress is defined in terms of breadth, challenge and application of achievement at the level for each stage. To ensure that children become confident and secure in their literacy, teachers plan opportunities for children to demonstrate their learning in both familiar and unfamiliar contexts. Effective assessment informs next steps in learning as well as reassurance that children have achieved the skills, attributes and knowledge required to demonstrate confidence within a level.

Assessment will be undertaken in a variety of ways and different forms of evidence will be gathered:

- **Ongoing evaluations of daily/weekly progress by referring to success criteria set at planning stages. This will inform changes in daily/weekly lessons to accommodate changes in pace of learning.**
- **Ongoing use of formative assessment strategies during lessons to give effective feedback and monitor pupil progress and next steps**
- **Use of peer/self assessment by pupils**
- **Use of SSNA assessments in P1, P4 and P7 to assess progress and development in reading and writing skills**
- **Single Word Spelling Test given to all classes annually in term 1**
- **Use of end of unit/weekly spelling and sounds assessments**
- **PM Writing assessment grids – cold piece and hot piece per text type**
- **Regular Reading assessments using the P.M. Benchmarking Kit (p1-7) Read Write Inc assessments (p1 -3) Comprehension strategy Prime Ed resources (p4 – 7).**
- **Talking and Listening is assessed within the Interdisciplinary topic twice a year – solo talk and small group discussion – See Hearsay pack for assessment templates.**
- **Functional Writing is assessed within the Interdisciplinary topic (2 times per year) (Appendix 3)**
- **1 Scots Poem learned and recited every January in term 3**

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Monitoring and Evaluation

The Headteacher and Principal Teacher(s) will monitor the progress in literacy and the delivery of the curriculum by:

- **having planning discussion meetings every term to discuss planned learning, coverage of the curriculum and discuss progress of pupils.**
- **tracking progress of individuals and groups in reading, writing, talking and listening**
- **monitoring literacy jotters/work and discussing learning and teaching with selected focus groups of pupils**
- **formal observations of literacy lessons**
- **carrying out regular audits to review school's progress against national standards.**

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Appendix 1a

PM Benchmarking Reading Ages

Pm Levels	5.0-6.5y	6.5-7y	7.0 7.5y	7.5- 8y	8.0-8.5y	8.5- 9.0y	9.0-9.5y	9.5-10.0y	10.0-10.5y	10.5-11.0y	11.0-11.5y	11.5-12.0y
1.	MAGENTA											
2.												
3.	RED											
4.												
5.												
6.	YELLOW											
7.												
8.												
9.	BLUE											
10.												
11.												
12.	GREEN											
13.												
14.												
15.	ORANGE											
16.												
17.	TURQUOISE											
18.												

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19.												
20.	PURPLE											
21.												
22.		GOLD										
23.												
24.			SILVER									
25.												
26.				EMERALD								
27.												
28.							RUBY					
29.												
30.									SAPHIRE			

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APPENDIX 1a

Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4–5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5–6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6–7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7–8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
		14	
Year 4 / Primary 5	8–9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9–10 years old	17	Dark red
		18	
Year 6 / Primary 7	10–11 years old	19	
		20	

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Appendix 1b Carmuirs Primary School Reading Programme

Fiction + Non Fiction (Storyworld Pink – White) (Literacy World stage 1 -4)

Group:

PINK LEVEL FICTION	No	Date given	Date collected	Yum Yum	6			*Frisky and the Bull*	*4*		
The Lost Storybook	7			*Bingo in the Mud*	4			The See-saw	7		
The Naughty Hamster	9			*Bingo and the Bird*	3			The Robots	10		
A Monster for Miss Owen	9			Dinnertime	9			The Lost Coat	11		
The New Children	*8*			Naughty Joe	10			The Empty Lunchbox	8		
Peek-a-boo	9			Clever Joe	*7*			*The Pets*	*4*		
The Big Mess	9			Helpers	*9*			*Follow my Leader*	*4*		
Hide and Seek	8			*Getting Dressed*	5			Mr Marvel and the Car	8		
The Lost Toy	*8*			*Watching TV*	4			Mr Marvel and the Lemonade	7		
Mr Big has a Party	9			*Monty at the Party*	9			Mr Marvel and the Washing	10		
Mr Big goes to the Park	5			Monty and the Ghost Train	7			Mr Marvel and the Cake	4		
Mr Big goes on Holiday	8			Monty at the Seaside	*10*			*Mr Marvel and the Hat*	*3*		
Mr Big is a Big Help	*9*			Monty at McBurgers	*11*			*Mr Marvel and the Dragon*	*9*		
The Lion and the Mouse	8			*Monty and the Bouncy Castle*	6			The Boy Who Cried Wolf	9		
The Enormous Turnip	10			*Monty and the Crab*	5			The Hare and the Tortoise	9		
The Big Pancake	6			The Fox and the Rabbit	9			The Selfish Dog	8		
The Little Red Hen	*8*			The Old Woman and the Hen	8			The Three Billy Goats	10		
The Big Surprise	7			The Fox and the Stork	*9*			*The Boy and the Fish*	*4*		
PINK LEVEL NON-FICTION				The Bears and the Honey	*9*			*Goldilocks and the Three Bears*	*4*		
Is Teddy Too Big	10			*How the Giraffe got its Long Neck*	5			Max and the Apples	10		
Toys Can Move	10			*The rabbit and the Mouse*	4						
Ball Sports	10			Frisky wants to Sleep	11			**RED LEVEL NON-FICTION**			
Make a Monster	10			Frisky and the Cat	8			A New Car	9		
RED LEVEL FICTION	No	Date given	Date collected	Frisky and the Ducks	9			What do Pets Eat?	10		
Bingo wants to play	8			Frisky plays a trick	9			Going Camping	8		
Bingo and the Bone	*6*			*Frisky and the Mice*	*4*			I Can Help	7		

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YELLOW LEVEL	No	Date given	Date collected
Max and the Cat	6		
Max wants to Fly	9		
Max and the Drum	8		
Sam hides Red Ted	8		
Lucy loses Red Ted	9		
Red Ted goes to School	10		
Red Ted at the Beach	8		
Pirate Pete keeps Fit	8		
Pirate Pete and the Treasure Island	8		
Pirate Pete Loses his Hat	8		
Pirate Pete and the Monster	8		
The Sun and the Wind	6		
The Ant and the Dove	9		
Little Rabbit	10		
Town Mouse and Country Mouse	6		
Dipper and the Old Wreck	8		
YELLOW LEVEL NON-FICTION	**No**	**Date given**	**Date collected**
Things with Wings	7		
See the Boats Go	9		
Wild Rides	9		
Let's Go to the Park	10		

BLUE LEVEL	No	Date given	Date collected
Dippper in Danger	6		
Dipper gets Stuck	6		
Dipper to the Rescue	8		
Creepy Castle	4		
The Bag of Coal	7		
Fire in Wild Wood	9		
The Big Snowball	7		
The mango tree	8		
Presents	10		
Who did it?	8		
Duma and the Lion	5		
The Lake of Stars	9		
The Ugly Duckling	9		
BLUE LEVEL NON-FICTION	**No**	**Date given**	**Date collected**
What Animal Are You Like?	9		
Animals in Cold Countries	10		
A Bear Eats Fish	10		
Baby Animals	8		
GREEN LEVEL FICTION	**No**	**Date given**	**Date collected**
The Straw House	6		
The Wolf and the Kids	6		
Grandma's Surprise	8		

Slug the Sea Monster	8		
The Cooking Pot	11		
The Gingerbread Man	8		
The Princess and the Pea	10		
Kiboko and the Water Snake	9		
Mamba and the Crocodile Bird	7		
Twiga and the Moon	9		
The Magic Boots	8		
GREEN LEVEL NON-FICTION	**No**	**Date given**	**Date collected**
What's for Dinner	8		
Space Food	9		
The Farmer's Market	9		
Where Does Food Come From?	9		
ORANGE LEVEL FICTION	**No**	**Date given**	**Date collected**
The Elephant That Forgot	9		
Kim and the Computer Giant	8		
The Magic Shoes	9		
The Magic Hat	7		
The Magic Coat	11		
Harry's Snake	9		
Harry's Seal	9		
Harry's Monkey	8		
Harry's Elephant	9		

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The Lost Costume	**9**			**TURQUOISE LEVEL**	No	Date Given	Date collected	**GOLD LEVEL FICTION**	No	Date given	Date collected
The School Fair	**7**			Little Red Riding Hood	7			Hansel and Gretel	6		
The Big Boots	**10**			The Three Wishes	8			Jack and the Beanstalk	8		
The Castle	**10**			The Tiger and the Jackal	8			The Journey into the Earth	9		
The Next Door Neighbour	8			Lost in the Mist	6			The Magic Carpet	8		
The New Boy	10			Recue at Sea	8			Big Barry Baker in Trouble	6		
Bouncer comes to Stay	7			The Highland Cattle	6			Big Barry Baker on Stage	6		
The Cricket Bat Mystery	10			The Highland Games	3			Big Barry Baker's Parcel	7		
Olly the Octopus	10							Voyage into Space	8		
Flora to the Rescue	8			**TURQUOISE LEVEL NON-FICTION**	**No**	**Date Given**	**Date collected**	**GOLD LEVEL NON-FICTION**	**No**	**Date given**	**Date collected**
The Magic Trident	8			Staying Healthy	10			Desert Safari	8		
The Frog Prince	7			Keeping Fit	10			Explore the Poles	10		
The Elves and the Shoemaker	8			Five A Day	9			Mountain Life	8		
The Tug of War	9			My Hobby	10			Into the Rainforest	8		
The Pied Piper	9			**PURPLE LEVEL FICTION**	**No**	**Date Given**	**Date collected**				
The Shark With No Teeth	7			Kim and the Computer Mouse	6			**WHITE LEVEL FICTION**	**No**	**Date given**	**Date Collected**
The Snake That Wouldn't Hiss	9			Kim and the Missing Paint Pot	9			Big Barry Baker and the Bullies	6		
The Bear That Wouldn't Growl	7			Kim and the Shape Dragon	8			Adventure at Sea	7		
				Ali Hassan and the Donkey	8			The Little Girl and the Bear	4		
ORANGE LEVEL NON FICTION	**No**	**Date Given**	**Date collected**	**PURPLE LEVEL NON-FICTION**	**No**	**Date Given**	**Date collected**	The Two Giants	6		
What Minibeast is This?	9			What a Waste	8			Cherry Blossom Cat	6		
How Many Legs?	9			Warming Up	11			City Cat	5		
Minibeasts with Wings.	9			Stormy Weather	9			Canal boat cat	3		
Eek! Minibeasts	10			Save the Animals	8			Cobra Cat	8		

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Rapid Reader – Support for learning - High Interest Low ability – Books are kept in SLT room along with Teachers books and Photocopiable masters Designed for children with a lower reading age than their chronological age.

Starter 1 Set A Reading age 5.0 - 5.3	No	Date given	Date coll	**Stage 1 Set A Reading Age 5.6-5.11**	No	Date Given	Date coll	**Stage 3 Set A** Reading Age 6.6 – 6.11	No	Date given	Date coll	**Stage 5 Set A Reading Age 7.6 – 7.11**	No	Date given	Date coll
Ice Surprise				Super Snakes				Huge and Hairy				Romans Rule			
Blow Up				Trunk Tales				Beyond the Stars				Into the Dark			
Watch Out				Chimps and Us				Savage Beasts				Viking Raiders			
Going Up				Big Cats Small Cats				Under the sea				Secrets of the Tomb			
Starter 2 Set B Reading Age 5.0 – 5.3				**Stage 1 Set B Reading Age 5.6 – 5.11**				**Stage 3 Set B Reading Age 6.6 – 6.11**				**Stage 5 Set B Reading Age 7.6 – 7.11**			
Feel the Fear				Chocolate Chunks				Big Bangs				Heat Wave			
Rock On				Daring Dogs				What a Monster				Power Pack			
Watch Out				Monsters				Jelly Trouble				Over and Out			
Going Up				Sports Mad				Ship Shape				Secrets and Sounds			
Starter 2 Set A Reading Age 5.3 – 5.6				**Stage 2 Set A Reading Age 6.0 – 6.5**				**Stage 4 Set A Reading Age 7.0 – 7.5**				**Stage 6 Set A Reading Age 8.0 – 8.5**			
Holes				Pedal Power				Final Score				Jungle Quest			
Get Wet!				Just the Job				What's Cooking				Lost Cities			
Good Exercise				Do you Believe it?				Lift – Off				Fire in the Sky			
Catch it				Don't Drop It				Pirate Trouble				Legends of Stonehenge			
Starter 2 Set B Reading Age 5.3-5.6				**Stage 2 Set B Reading Age 6.0-6.5**				**Stage 4 Set B Reading Age 7.0 – 7.5**				**Stage 6 Set B Reading Age 8.0 – 8.5**			
If I had a Hammer				Creepy Castles				Pet Alert				**On the Ball**			
What Goes Up				Dragons				Take Two				Energy Boost			
Perfect Pets				Knights and Fights				It's a Mystery				Music Makers			
Shopping				Treasure!				Action				The Yuk Factor			

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Rapid Reader – Support for learning - High Interest Low ability – Books are kept in SLT room along with Teachers books and Photocopiable masters								
Stage 7 Set A **Reading age** 8.6 – 8.11	No	Date given	Date coll	**Stage 9 Set A** **Reading Age 9.6 – 9.11**	**No**	Date **Given**	Date **coll**	
The Rat Trap Thief				My Super-Secret School Diary				Stages 7 – 9 are specifically aimed at pupils with a reading age of 8.6 – 10 years and a chronological age of 9 -11
Kidnapped				My Highly Private Holiday Diary				
Sky Boy				The Air Raid				
Water Girl				The Pickpocket				
Stage 7 Set B **Reading Age 8.6 – 8.11**				**Stage 9 Set B** **Reading Age 9.6 – 9.11**				
The Demon Knight				Shipwreck Disaster				
The Sorceeress				Curse of the Movie Mummy				
The Tiger's Revenge				Prize Throw				
Polar Peril				Running Racks				
Stage 8 Set A **Reading Age 9 – 9.5**								
Spot the difference								
Fishing for Trouble								
Backstage Horror								
Festival Fever								
Stage 8 Set B **Reading Age 9 – 9.5**								
The Brass Telescope								
Cut –throat Carver								
The Football Match								
Friendly Fire								

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NOVELS P3	No	Date given	Date coll	NOVELS P4	No	Date Given	Date coll	LITERACY WORLD STAGE 1 P4	No	Date given	Date coll
Runaway Duckling (5+)	11			Colour Me Crazy (7+)	4			**Satellites (less able)**			
Barnyard Hullabaloo (5+)	12			Francis Fry and the OTG (7+)	7			Fair's Fair	2		
Meet the Gang (6+)	11			Leaving the Island	9			999	5		
A Hiccup on the High Seas (6+)	4			Clyde's Leopard (7+)	8			Pet Rescue	7		
Best Present Ever (7+)	9			The Stone Mouse (7+)	4			Mad Trad Tales	4		
Rattle & Hum Robot Detectives (6+)	3			Taking the Cat's Way Home (7+)	4			Dinosaur Who Dunnit	6		
Rattle & Hum in Double Trouble (6+)	4			Rachel's Mysterious Drawings (7+)	10						
The Proper Princess Test (6+)	3			Harry and the Megabyte Brain (7+)	7			**Core readers**			
Ollie	4			Horrid Henry Reads a Book (7+)	4			Steggie's Way	10		
Captain Cool and the Ice Queen (7+)	4			Horrid Henry's Underpants (7+)	7			Mrs Dippy and her Amazing Inventions	9		
Georgie and the Dragon (6+)	5			Tom's Sausage Lion (7+)	3			Nutty as a Noodle Story	8		
				The Giraffe and the Pelly and Me (6+)	6			The Magic Sticks	7		
				Fantastic Mr Fox/Teacher Book (6+)	6			The Twelfth Floor Kids	2		
P3/P4 Novels				The Twits (7+)	7						
Spider School (6+)	6			Esio Trot (7+)	7						
The Parent Swap Shop (6+)	5			George's Marvellous Medicine (7+)	8			**Comets (more able)**			
Horrid Henry and Moody Margaret (6+)	7			The Magic Finger (7+)	6			Jane Blond	8		
Horrid Henry's Homework (6+)	7			Garlunk (7+)	9			Quackers	5		
Captain Cool and the Robogang	5			Under The Red Elephant				Greenfinger	7		
Horrid Henry's Author Visit (6+)	6							The Goat Skin Lad and Other Tales	7		
Horrid Henry's Monster Movie (6+)	3										
Cudweed's Birthday (6+)	10										
The Kitten with No Name (6+)	10							Stage 2 Fiction Anthology textbooks			
Horrid Henry's Ghosts (6+)	10							Teacher Textbooks			
Horrid Henry's Nightmares (6+)	10										
Horrid Henry – Teacher Book											

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**Teachers are encouraged to use/source other novels not on the lists. Please use the spare boxes provided to record any additional texts used.*

NOVELS P5 (Numbers in brackets are approx reading age guides)	**No**	Date **Given**	Date **collected**	**LITERACY WORLD STAGE 2 P5**	**No**	Date **given**	Date **collected**
The Tree House (7+)	3			**Satellites (less able)**			
The Hodgeheg (7+)	4			Blasts from the Past	12		
The Strawberry Jam Pony (7+)	5			The Dangerous Planet	10		
The Otter who Wanted to Know (7+)	9			School Trouble	10		
Enchanted Horse (9+)	4			Animal Heroes	11		
Jenius (7+)	3			Norbert the Nice	12		
Martin's Mice (7+)	3						
The Sheep Pig/Teacher Book (7+)	7						
This Morning I met a Whale/Teacher Book (7+)	5			**Core Readers**			
The Butterfly Lion/TeacherBook (7+)	7			Take a Run and Jump Stories	12		
James and the Giant Peach/Teacher Book (7+)	6			Cheat	9		
The BFG (9+)	7			The Alien and Other Plays	11		
Charlie and the Chocolate Factory/Teacher Book/ Pack (8+)	7			Raiders	12		
Charlie and the Glass Elevator (8+)	9			Children Behaving Badly	12		
The Deathwood Letters (8+)	4						
Deadly Pole to Pole diaries (7+)	7						
The Dancing Bear (9+)	3			**Comets (more able)**			
The Demon Headmaster (8+)	7			Secrets and Lies	10		
The White Horse of Zenor (9+)	8			Split	11		
I survived the shark attacks of 1916 (8+)	8			Born lucky/ Other Tales of the Past	11		
Meeting Cezanne (7+)	9			Auntie Madge and other Aliens	5		
Cool	3						
The Owl who was Afraid of the Dark/ Teacher Book (7+)	6						
Mr Skip (8+)	10			Stage 2 Fiction Anthology textbooks for whole			
The 9 lives of Montezuna (9+)	9			class or group teaching			
Chocolate Dog (7+)	9						
Spaceman John the Nearly Bold (7+)	6						

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NOVELS P6 (Numbers in brackets are approx reading age guides)	**No**	Date **Given**	Date **collected**	**LITERACY WORLD STAGE 3 P6**	**No**	Date **given**	Date **collected**
Ten in a Bed	5			**Satellites (less able)**			
Lazy Daisy	5			Disaster	10		
The Iron Man (8+)	18			Silly Stories	10		
I Believe in Unicorns (8+)	8			Foul Play	11		
Billy the Kid/ Teacher Pack (9+)	3			The Pyramid of Doom	11		
Toro Toro/ Teacher Pack (9+)	6			Tales of tricky Plays from Around the World	9		
The Last Wolf/ Teacher Pack (10+)	3						
Animal Tales (9+)	4						
Matilda/ Teacher Pack (8+)	6			**Core Readers**			
The Witches /Teacher Pack (8+)	6			Dark Secrets	9		
Danny the Champion of the World (8+)	11			Odysseus and the Cyclops & Other Plays	7		
Farm Boy (9+)	6			Mrs Maginty & the Cornish Cat	8		
On the Money (4 short stories great for Enterprise) (9+)	9			Very Best Friend	9		
Gangsta Granny (9+)	6			The Chilli Challenge	11		
The Boy in the Dress (9+)	6						
A Series of Unfortunate Events The Bad Beginning (10+)	6			**Comets (more able)**			
A Series of Unfortunate Events The Reptile Room (10+)	6			Insiders	7		
Harry Potter and the Philosopher's Stone (10+)	6			Two Sides of the Coin	10		
Harry Potter and the Chamber of Secrets (10+)	6			The Tupilak	10		
Harry Potter and the Prisoner of Azkaban (10+)	6			Laila's Lion	8		
Alfie Bloom and the Secrets of Hexbridge Castle (9+)							
Alfie Bloom and the Talisman Thief (8+)				Stage 3 Fiction Anthology textbooks for whole class or group teaching			
Ratburger (9+)	6						
The Jungle Book (9+)	12						
Friend or Foe (9+)	4						
The Fox in the Wood	7						

**Teachers are encouraged to use/source other novels not on the lists. Please use the spare boxes provided to record any additional texts used.*

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Teachers are encouraged to use/source other novels not on the lists. Please use the spare boxes provided to record any additional texts used.

NOVELS P7 (Numbers in brackets are approx reading age guides)	**No**	Date **Given**	Date **collected**	**LITERACY WORLD STAGE 4 P7**	**No**	Date **given**	Date **collected**
				Satellites (less able)			
The Secret Garden/ Teacher Pack (8+)	13			Survival	8		
The Silver Sword (9+)	10			Eerie Encounters	10		
Goodnight Mister Tom (10+) Teacher book	10			No-Luck Holmes	5		
Tom's Midnight Garden (8+)	6			A Christmas Carol (easy text)	7		
Sula (10+)	16			Crime Files			
Spindle River (10+)	11						
The Amazing Story of Adolphus Tips/ Teacher Pack (10+)	8						
Why the Whales Came (10+)	9			**Core Readers**			
Waiting for Anya (9+)	7			Under the Bomber's Moon	5		
Going Solo (10+)	10			Cal's Log	8		
Boy: Tales of Childhood (9+)	4			Peacemaker	6		
Kenzuke's Kingdom (10+)	7			The Pardoner's Tale	8		
The Mozart Question (11+)	4			A Christmas Carol	6		
My Friend the Enemy (10+)	4						
War Horse (10+)	26			**Comets (more able)**			
Little Women (11+)	9			Great Expectations	8		
An Eagle in the Snow (9+)	9			Three Tales from Shakespeare	10		
Stormbreaker (10+)	10			Project Nemesis	4		
When Hitler Stole Pink Rabbit (10+)	14			Twenty Seventeen	5		
The Railway Children (Age 9+)	7						
The kites are Flying (Age 10+)	11			Stage 4 Fiction Anthology textbooks for whole			
A medal for Leroy (Age9+)	8			class or group teaching			
Johnny's Blitz Play and books							

Teachers are encouraged to use/source other novels not on the lists. Please use the spare boxes provided to record any additional texts used.

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LITERACY WORLD NON-FICTION (NOT PURCHASED)		
LITERACY WORLD STAGE 1 P4	**LITERACY WORLD STAGE 2 P5**	**LITERACY WORLD STAGE 3 P6**
Satellites	**Satellites**	**Satellites**
Making the Past into Presents	Natural Record	Broomsticks and Balloons
Incredible insects (simplified text)	Have Your Say	How to Persuade People (Simplified Text)
Core Readers	**Core Readers**	**Core Readers**
Incredible Insects	An Encyclopaedia of Tudor Medicine	Roots and Routes
Eponyms	Life in Space	How to Persuade People
Non-Fiction Anthology	Non-Fiction Anthology	Non-Fiction Anthology
		LITERACY WORLD STAGE 4 P7
		Satellites
		Big Issues
		Quakes, floods and other disasters
		Core Readers
		Alan Shearer
		Myths and Legends
		Non-Fiction Anthology

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NON-BANDED BOOKS	No	Date Given	Date collected	POETRY	No	Date Given	Date collected	PLAYS	No	Date Given	Date collected
Chinese New Year	11			Out and About	9			Harry and the Megabyte Brain (see p4 novels for linked text)	2		
Dinosaurs	14			Welcome Night	8			The Proper Princess linked (see p3 Novels for linked text)	7		
Animal Senses	9			A Mosquito in the Cabin	7			That Rebellious Towne	6		
Codes and Signals	10			In the Mirror	10			Heroes and Villains	8		
Bubbles	12			A Lick of the Spoon	11			Johnny's Blitz (see p7 novels for linked text)			
Scots Pine	13			A Corner of Magic							
Rainforest	15			Nonsense	8						
Desert	10			Marvel Paws	4						
Coral Reef	7			Knickerbocker Number Nine	9						
The Harbour	11										
The Bridge	14							**TRADITIONAL TALES**	No	Date Given	Date collected
Psyche and Eros	13										
Up and Away (WW2)	8							Little Red Hen	12		
Letters to Henrietta (WW2)	10							Five Little Monkeys	10		
Animal Communication	8							The Clever Tortoise	5		
								Tortoise and Hare	15		
								The Lion and the Mouse	8		
								The Gingerbread Man	7		

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Appendix 2 Text Examples

Class: _____ Teacher: _____

**Template can be used in planning to document exposure to a wide variety of genres in taught lessons – record names/sources of texts on the grid and the curricular area in which it was used. Pass*

Apps	**Picture/Picture book**	**Play**	**Poem**	**Reference Text Dictionary/Thesaurus**
The Spoken Word	**Charts/maps/graphs/ timetables**	**Adverts/Promotional Leaflets**	**Comics/magazines**	**Newspapers**
CV's	**Letters**	**Film/Video Clip** • P4 2019/2020 Inside Out Film Health and Wellbeing focus	**Games** • P4 Chess – mindfulness/Maths strategy/probability	**TV programmes**
Labels, signs, posters	**Recipes/Manuals**	**Instructions**	**Reports/Reviews**	**Text message/email**
Blog/Twitter/Social Net	**Websites/pages**	**Catalogues/Directories**		

on to the next teacher during transition. Teachers can add any additional genres of tests used in the extra boxes provided.

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Appendix 3

Links to Progression Pathways with merged grammar progressions

LIT EARLY level.docx LIT 1ST level.docx LIT 2ND level.docx

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Appendix 4

Nelson Handwriting and the Curriculum for Excellence

Relevant Experiences, Outcomes and Benchmarks

	Curriculum organiser	Experiences and outcomes	Benchmarks
Writing	**Early level (nursery and P1); Nelson Levels: Starter**		
	Tools for writing *– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning*	I explore sounds letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. ENG 0-12a/LIT0-13a/LIT 0-21a	▪ Forms most lowercase letters legibly. ▪ Uses a pencil with increasing control and confidence. ▪ Leaves a space between words when writing. ▪ Writes words from left to right. ▪ Makes an attempt to use a capital letter and a full stop in at least one sentence.
	First level (P2 – P4); Nelson Levels: 1-3		
	Tools for writing *– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning*	I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a	▪ Presents writing in a clear and legible way using images and other features as appropriate.
	Second level (P5-7P7); Nelson Levels: 4-6		
	Tools for writing *– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning*	I can consider the impact that layout and presentation will have and combine lettering, graphics and other features to engage my reader. LIT 2-24a	▪ Uses paragraphs to separate thoughts and ideas. ▪ Writes in a fluent and legible way. ▪ Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example headings, bullet points, fonts, graphics, and or/captions.

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Specific Examples in Nelson Handwriting Early level skills

Pencil control: **B Starter A** – pp 2-5 and 26-29; **TEACHER'S BOOK 1** – pp 16, 18, 36-37
Writing left to right: **WORKBOOK Starter B** – pp 38-39; **TEACHER'S BOOK1** – p 73
Leaving spaces between letters and words: **WORKBOOK Starter A** – pp 28-29 and 39; **TEACHER'S BOOK 1** – pp 54 and 73
Forming lowercase letters: **WORKBOOK Starter B** – pp 38-39; **TEACHER'S BOOK 1** – p 73
Using capital letters: **WORKBOOK Starter C** – pp 20-21; **TEACHER'S BOOK 1** – p 108

First level skills

Presentation: **TEACHER'S BOOK 1 –** p 17; **PUPIL BOOK 1A** – writing a caption, unit 2 p 7; **PUPIL BOOK1A** – write a sentence, unit 9, pp 20-21; **PUPIL BOOK 1B** copy a poem unit 26, p 27; **PUPIL BOOK 2 –** copy a poem, unit 9, p 21; draw and label a picture of a friend, unit 15, p 35; **PUPIL BOOK 3 –** writing with a slant, unit 10, pp; **PUPIL BOOK 3** – punctuation, unit 21

Second level skills

Fluent, legible writing: **PUPIL BOOK 4** – timed speedwriting, unit 9, pp 20-21; spacing between words and letters within words, unit 11, pp 24-25; using short forms of words, unit 16, p 37; break letters, unit 25, p 54; using editing marks, unit 26, p 57; **PUPIL BOOK 5** – consistency in height and size, unit 2 pp 6-7 and unit 4 pp 10-11; practising fluency, unit 3 pp 8-9 and unit 14, pp 30-31; practising speedwriting, unit 17, pp 38-39; **PUPIL BOOK 6** – individual handwriting style, unit 1 pp 4-5 and 94-95; fluency, unit 13, pp 28-29 and 118-119; spacing within words, unit 23, pp 50-51 and 138-139; ensure letters are correct proportion, unit 24, pp 52-53; fluency, unit 26 pp 56-57 and 144-145 and unit 27 pp 58-59 and 146-147

Paragraphs: **PUPIL BOOK 5** – unit 25, pp 54-55 and 86-87; **PUPIL BOOK 6** – write in indented paragraphs, unit 21, pp 46-47

Layout, presentation and text types: **PUPIL BOOK 4** – copy a commentary, unit 2, p7; copy and extract of a dialogue, unit 6, p 15; copy a passage from a ship's log, unit 7, p 17; copy a haiku, unit 12, p 27; copy a diary extract, unit 13, p 29; use print writing for captions, unit 23, p 51; design a poster, unit 28, p61; **PUPIL BOOK 5** – writing labels and headings, unit 8, pp 18-19, presenting a poem with spacing and margins, unit 10 pp 22-23, and pp 56-57; practising writing a playscript, unit 7, pp 16-17 and pp 50-51; practising presentation, unit 23 pp 50-51; pp 82-83 and unit 26 pp 56-57; **PUPIL BOOK 6** – use bullet points or numbers for list and design a leaflet, unit 12, pp 26-27 and 116-117; present a poster, unit 20, pp 44-45; present a factsheet, unit 20, pp 132-133; present a piece of writing attractively, unit 25, pp 54-55 and 142-143; use borders and pictures, unit 28 pp 60-61

Punctuation: **PUPIL BOOK 4** – Practice, unit 21 p 46; **PUPIL BOOK 5** – practising punctuation, unit 15, pp 34-35 and 66-67, and pp 70-71; **PUPIL BOOK 6** – form speech marks and apostrophes correctly, unit 8, pp 18-19, and 108-10

Whiteboard software
Practising patterns tab to help children form the letters, focus and letter formation tabs to model, copy and trace letters, word building tabs to copy or trace words using the letters they have learned.

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