



Bun-Sgoil Taobh na Pàirce

**Literacy and Gàidhlig**  
**Literacy and English**

School Policy  
August 2024

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Rationale

At Taobh na Pàirce our vision is for:

*Àrainneachd ionnsachaidh den chàileachd as àirde, le cànan is cultar na Gàidhlig aig a cridhe, leinn uile ag obrachadh còmhla airson ar luachan a bhrosnachadh, agus airson soirbheachadh.*

*A learning environment of the highest quality, with Gaelic language and culture at its heart, where everyone works together to promote our values and to flourish*

The development of literacy skills, in both Gaelic and English, is key to this vision. This work has a central place in every classroom and in every lesson at Taobh na Pàirce.

'Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language itself is a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them develop their language skills further.'

### *Building the Curriculum 1*

#### **Context:**

This document sets out guidelines for the learning and teaching of Gàidhlig and English literacy at Taobh na Pàirce. It gives clear guidance on delivery. It complements the school's Learning and Teaching Policy and Gàidhlig Immersion Advice Paper.

Literacy is taught across all eight curriculum areas and covers listening and talking, writing and reading.

## **Bun-sgoil Taobh Na Pàirce – Literacy Policy**

### **Èisteachd is Labhairt :Listening and Talking**

All classes will follow an oral language programme with four focuses across the session. These are:

Storytelling

Drama

Poetry, Prose and conversation skills

Oral presentation

### **Leughadh : Reading**

All classes will follow a reading programme with four focuses across the session. These are:

Traditional Tales and Short Stories

Reading for Enjoyment

Reading for Information

Writers' Craft

### **Sgrìobhadh : Writing**

All classes will follow a writing programme with four focuses across the session. These are:

Personal writing

Imaginative writing

Functional writing

Writers' Craft

- Clear links will be made between Talking and Listening lessons, Reading and Writing lessons
- Talking and Listening, Reading and Writing will be used and taught in the context of other curricular areas
- Pupils will be clear about the next steps in their learning.
- Assessment Records as well as dialogue and written feedback will be used as valuable guides for end-of-year assessments

Events in the school calendar provide good contexts for each focus. Opportunities will be taken to share this work with other classes, at assemblies, at local and national mod, etc. This work will mainly be in Gàidhlig but there will occasionally be contexts where it will be appropriate to work in English, e.g. when working with partnerships.

## **LEUGHADH/READING**

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Spoken Language

At Bun-sgoil Taobh na Pàirce spoken language has a central place in our curriculum, reflecting the vital importance of talking and listening in our pupils' development. Pupils are supported to speak in Gàidhlig at all times whilst at school. Planning will include opportunities to talk right across the curriculum as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. Talking and listening lessons will include understanding of grammar and vocabulary. Pupils are challenged to elaborate and explain clearly their understanding and ideas, in addition to making formal presentations. (see immersion policy).

We believe that reading is a fundamental part of learning and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully whilst broadening their knowledge and comprehension of the Gaelic language.

### Key Aims

- To teach children the phonic skills essential for decoding texts
- To raise standards in reading, improving the quality of reading and raising attainment
- To create and nurture a reading culture, to develop a positive attitude and a love of books and reading so that children become motivated and independent readers.

### Key factors in the process of teaching reading:

- A structured and consistent whole school approach to reading is delivered that makes links with talking and listening, and writing.
- Pupils will follow a systematic programme of Gàidhlig phonics, revisiting previous learning regularly
- Teachers should model and pupils practice the 3 read strategy- Read to decode, Read to understand, Read with expression and understanding
- Pupils will develop reading strategies and skills in Gàidhlig and English(P4+): accuracy, understanding, fluency using a range of texts.
- Reading should be used and taught in the context of other curricular areas
- Pupils will read and enjoy a variety of texts from a variety of sources: library, class reading corners, visible learning displays and ICT.
- A strong, embedded reading culture is developed through a rich language environment within classrooms and the wider school environment.
- Pupils will get regular feedback from their teacher in order to make progress with reading skills
- Feedback will include actions and tasks that will address the learner's needs
- The Assessment Record, Reading Rubrics as well as dialogue with children will be used as valuable guides for assessing reading.
- Pupils should be clear about the next steps in their learning
- Pupil's progress in reading is rigorously monitored and assessed to identify those who require extra support and intervene at an early stage.
- Reading progress for individual children should be assessed, recorded and filed

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### READ ALOUD

Read ! Read ! Read ! Children will have a daily opportunity to listen to an adult reading. A sophisticated reading diet that includes a wide range of texts, enables children to access rich and challenging texts, offers a model for silent independent reading, prompts the children's affective engagement and creates a class repertoire of 'texts in common' to discuss.

### READING CORNERS

All classrooms will have an attractive reading corner. Books should be regularly replaced and kept tidy. Reading corners should include a range of reading materials e.g. comics, non-fiction, fiction, picture books, quiz books etc. Artwork and reviews of books should be displayed in order to attract the interest of other children.

### S A L (Stad agus Leugh) E R I C ( Everyone Reading in Class)

Children should have the opportunity for silent reading of their own choice regularly throughout the week depending on age and stage. E.g. We recommend having **at least** 2 x 20 minutes a week of silent reading in each class in C5-7

### VOCABULARY BUILDING

In order to make difficult texts more accessible there will be regular pre-reading vocabulary building lessons, that will enable the children to enjoy new language in a text without it impacting on their enjoyment and understanding. Phonics lessons should include decoding new vocabulary to enable children to read accurately.

### SCHOOL LIBRARY

All class should visit the school library at least once a week and renew any books that are finished. All the books in the library have a postcard inside them. Please encourage your class to leave a comment when they have finished reading a book.

### ENGAGING WITH NATIONAL AND WORLD EVENTS

Through the First Minister's Challenge, ReadWriteCount, Bookweek Scotland, World Book Day etc classes celebrate books and we recognise the value of these events in supporting and developing all children's reading skills and love of reading at home.

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Literacy and Sgoil-Àraich

The language of the nursery is Gaelic. Nursery staff speak Gaelic during all nursery activities. The only exceptions to this rule are if a child is very upset and needs to be comforted in English, or if a situation is potentially dangerous and a clear explanation is required.

We cater for children from a wide variety of backgrounds. The majority come to nursery with little or no knowledge of Gaelic. Our aim is to provide children who have no Gaelic with a basic oral competence and to reinforce the existing skills of any Gaelic speaking children whose competence in the language may diminish in a predominantly English-speaking environment.

Daily language sessions are planned for each day where learners meet in small groups with their key workers to practise Gaelic literacy skills through stories, songs, phrases and rhymes.

In order to plan learning experiences for the children and to ensure that they are feeling secure in the nursery it is vital for staff to have a good working relationship with parents/carers. The majority of the parents do not speak Gaelic and few children have a clear understanding, so a regular exchange of information between home and nursery helps staff to plan appropriate activities for the children and help parents to understand their children's achievements. This is mostly done in an informal way at the start or end of each day, or at parent's evenings. Also, through the use of online Learning Journals where the child's learning is shared by staff with parents/carers and parents/carers can post details of their child's achievements at home.

We work on language targets in the School Language Progression Pathway (Fream Canain). These language targets are planned for in the sgoil-araich's bi-weekly planning and are the focus during daily language groups with key workers.

# Bun-sgoil Taobh Na Pàirce - Literacy Policy

## Clas 1 Literacy Overview

### Phonological Awareness

- Songs and Rhymes multiple times a day (connections made to topic, seasons, maths etc)
- Regular focus on learning intentions and language of learning
- Word Boundaries, Rhyme awareness and detection, Syllable detection, Rhyme Production, Onset/Rime (Highland Literacy Project resources)
- Foundations of literacy activities to support

### Reading and Writing in Play

- Well stocked mark making area (variety of mark making materials, plain/lined/squared/coloured paper, book making resources (treasury tags, holepunch, stapler, tape), drywipe boards, alphabet displayed)
- Mark making equipment available in other areas including outdoors (clipboards)
- Attractive reading area with regularly changing books, story stones, puppets, story telling baskets
- Books related to learning in other areas (blocks, art, roleplay etc)

### Talk 4 Writing

- The class will always have a story they are learning to tell which is retold every day. These span over at least 2 weeks until the children are quite fluent in retelling the story
- Teacher models mapping the stories pictorially
- Stories teach children new vocabulary, story structure, a narrative voice (sentence openers, connectives etc)
- Children encouraged to map stories of their own or familiar stories and retell
- Children retell the stories with connected actions
- Begin to make changes to the characters, setting and events using story mapping to facilitate
- Term 1 and 2 we concentrate on familiar traditional tales which are familiar and easily accessible to the children
- Term 3 and 4 we concentrate on Pie Corbett's stories from Talk 4 Writing

### Helicopter Stories

- Children tell a story (familiar or of their own creation) to an adult who scribes. Adult to translate their story into Gaelic but use G B code to record how much Gaelic is being used
- Children come together at the end of the session to act out the stories
- Two week of helicopter stories will be undertaken each term (one at the beginning and one at the end)
- Used to assess literacy (recall a story, ability to recall Gaelic words and phrases, ability to create a story, listening to an understanding a story)

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Reading Breakdown

P2:

- Focus on building up oral language skills. Building vocabulary and grammar through stories and songs, discussions of daily routines e.g. days, weather, feelings
- Regular focus on learning intentions, success criteria and language of learning
- Children will be taught Gàidhlig phonics using Facl agus Fuaim programme (appendix)
- Common Gàidhlig words will be taught and revised regularly using Faclan Cumanta and Lasadh programmes (appendix)
- Each year group will plan together to ensure consistent approach and experiences
- Reading will be solely taught through the medium of Gàidhlig.
- Children to start reading 'Storyworld' books from Term 4 in Primary 1. The vocabulary in each level is controlled and the new vocabulary introduced in small stages.
- New vocabulary will be introduced in pre-reading activities
- Children will get regular feedback from their teacher that will include tasks or actions that will lead to improved outcomes
- Class teachers will inform parents about the focus for reading each term and will include guidance for parents in the Reading Record
- Reading records will be sent home and parents should sign that the reading has been done and write appropriate comments
- From P2 children will be introduced to Blooms taxonomy questions in their reading lessons.
- Children will receive Book Bug resources to enhance their Gàidhlig reading.
- Knowledge of phonics and reading progress assessed and recorded (using Reading rubric and Reading Tracker)



## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Reading Breakdown

P 3:

- Focus on building up oral language skills
- Regular focus on learning intentions and language of learning
- Children will continue with Gaelic phonics using the Facal agus Fuaim programme, revising sounds and diagraphs and reading more complex words
- Common Gàidhlig words will be taught and revised regularly (Faclan Cumanta and Lasadh programmes)
- Reading will be solely taught through the medium of Gàidhlig.
- Phonic skills will be taught through the use of Facal agus Fuaim programme.
- Children continue reading 'Storyworld' books. New vocabulary should be introduced in pre-reading activities.
- Children will get regular feedback from their teacher that will include tasks or actions that will lead to improved outcomes
- Class teachers will inform parents about the focus for reading each term and will include guidance for parents in the Reading Record
- Reading records will be sent home and parents can sign that the reading has been done and write appropriate comments
- Children will be encouraged to use their knowledge of phonics to read new words
- Blooms taxonomy questions will be used in reading lessons to teach children how to question the text
- Children will receive Book Bug resources to enhance their Gàidhlig reading.
- Knowledge of phonics and reading progress assessed and recorded (using Reading rubric and/or Reading Tracker)

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Reading Breakdown

#### C4

- Focus on building up Gàidhlig oral language skills.
- Regular focus on learning intentions, success criteria and language of learning
- New vocabulary should be introduced in pre-reading activities
- Children continue to use their knowledge of the phonics programme to decode new words
- Children will continue with Gàidhlig reading (Storyworld, Giglets and novels) for 60% and English reading for 40% of curriculum
- Common Gàidhlig words will be taught and revised regularly (Faclan Cumanta and Lasadh programmes)
- Blooms taxonomy questions will be used in reading lessons to teach children how to question the text
- English Phonics are taught in Term 1
- English reading introduced in Term 1 alongside Fresh Start phonics programme
- English phonemes introduced are to be posted on learning journals each week as to consolidate learning and to keep parents/carers up to date on the focus in school
- Children will get regular feedback from their teacher that will include tasks or actions that will lead to improved outcomes
- Reading records will be sent home and parents can sign that the reading has been done and write appropriate comments
- Class teachers will inform parents about the focus for reading each term and will include guidance for parents in the Reading Record
- Knowledge of phonics and reading progress assessed and recorded (using Reading rubric and/or Reading Tracker)

#### **Termly Assessments for all classes: (four times per year)**

- Perform baseline assessment in August(rubric) - set targets for term
- Track / Assess in December (record improvement and targets for next term)
- Track / Assess in March (record improvement and targets for next term)
- Track / Assess in early June (as above and set targets for beginning of next year)

**Use of Assessment Record to:** Identify 3 specific small step targets (short term)

**Evidence File**-Class file with plastic pocket for each child with rubric/ assessment record

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Reading Breakdown

#### C5- C7

- Focus on building up Gàidhlig oral language skills.
- Regular focus on learning intentions and language of learning
- New vocabulary should be introduced in pre-reading activities
- Children should read a range of genres to develop their reading skills. Books can be chosen in line with class topics.
- Reading lessons may include a home reading book, or online book (Giglets) which is at the child's own reading level but they may also have a whole class reading focus when looking at different aspects of literacy e.g. comprehension and questioning, vocabulary building, grammar, finding information, vocabulary building, grammar.
- Class teachers will inform parents about the focus for reading each term and will include guidance for parents in the Reading Record
- Classroom discussions and tasks are carefully planned to include all learners.
- Reading books must be brought into school each day.
- Children will get regular feedback from their teacher to help them understand their next steps.
- Children are encouraged to comment on their own reading in their reading record book.
- Children will regularly work with their teacher, complete tasks with a partner and work on their own.
- Teachers will ensure that throughout the term they have planned for each child to have a range of experiences and are tracking progress using Reading rubric and Reading Tracker
- English as a percentage of the curriculum C5 - 40%, C6 - 40%, C7 - 50 %

#### Reading Activities

Throughout the week every child will experience a range of focused reading activities which will develop-

- Word reading - practicing decoding skills as children encounter unfamiliar words,
- Comprehension - through listening to, reading, and discussing challenging texts comprehension skills are developed- Activating and building on prior knowledge, Recalling and retrieving, Predicting, Deducing, Inferring and justifying opinions, Questioning
- Grammar and punctuation - through seeing them in context and considering how they are employed for effect
- Vocabulary and spelling - by encountering new language
- Developing Oral language skills -through participating in discussions about books, learning from both specific language modeled by the teacher and also that of their peers
- Developing Writing skills- (both transcription and composition). Through Writer's Craft activities children will encounter high quality language, both from written texts and teacher /pupil interaction with texts

#### Termly Assessments for all classes: (four times per year)

- Perform baseline assessment in August(rubric) - set targets for term
- Track / Assess in December (record improvement and targets for next term)
- Track / Assess in March (record improvement and targets for next term)
- Track / Assess in early June (as above and set targets for beginning of next year)

**Use of Assessment Record to:** Identify 3 specific small step targets (short term)

**Evidence File-**Class file with plastic pocket for each child with rubric/ assessment record

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Spelling and Grammar C1

#### Clas 1 Phonics (Term 3&4)

- Clas 1 will start **Facal is Fuaim** at the beginning of Term 3 and will complete first 2 blocks by the end of summer term (2/3 sounds per week)
- Children exposed to many activities to support letter formation suitable for stage of development; vertical surface experience (interactive board, chalk, painting, paintbrushes and water outdoors), tactile experiences (sand, blocks, lego, collage, plasticine), horizontal (drywipe boards, pencil and paper, crayons etc)
- See **Adhartas le Fonaigs** for details

#### Clas 1 Faclan Cumanta

- Faclan cumanta will be introduced after the February Break
- Children will learn to sight read these words
- Those able can make steps to spelling words

### Spelling and Grammar C2

- Adhartas le Fonaigs
- Three sessions built into the week for C2
- Covering phonological awareness and spelling patterns, common words are also built into this programme

### Spelling and Grammar C3-7

Spelling words should be taught daily by class teacher. This will be initially an oral session to establish word meaning and to be able to put the spelling word into a meaningful context. Children should reinforce the spelling words over the next 3 days using a variety of different resources (whiteboards, cubes, tracing words on a partners back or on a desk, clapping rhythms, games such as hangman, etc.)

On the final day of the week the teacher can check to see how successful the children have learned their spelling words - this can be done through a dictation, simple sentences or a word test.

- Each class will have a Faclan Cumanta focus for reading and for spelling
- Children will also be taught spelling through the Lorgan Litreachaidh and Lasadh programmes.
- Gaelic grammar will be taught through a variety of resources (e.g. Stòrlann's 'Mìrean' grammar programme)
- Fry's High Frequency words and English word list to be introduced in C4
- Children will be taught English spellings using the English Spelling list based on the SWST and 'Spelling Made Easy' programme

Children are continually assessed during and at the end of each term and if secure move on to next level

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Sgrìobhadh/Writing

#### SPOKEN LANGUAGE

At Bunsgoil Taobh na Pàirce spoken language has a central place in our curriculum, reflecting the vital importance of talking and listening in our pupils' development. Pupils are supported to speak in Gàidhlig at all times whilst at school. There are opportunities to talk right across the curriculum as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. Pupils are challenged to elaborate and explain clearly their understanding and ideas, in addition to making formal presentations. (see immersion policy).

#### Writing KEY AIMS:

1. to raise standards in writing, spelling and handwriting, therefore improving quality of writing and raising attainment
2. to create and nurture a writing culture

#### Key factors in the process of teaching writing:

- Oral language and vocabulary development are crucial to developing writing (Speaking Frames- Sue Palmer translated)
  - Learning Intention and Success Criteria to be shared with learners
  - Discussion and joint planning
  - Children will get regular feedback from their teacher that will include tasks or actions that will lead to improved outcomes
  - Regularly improving texts (up-levelling) to engage reader
  - Children are taught to plan, draft, evaluate, edit and revise their writing
  - Children are taught to proof read their own and peers work
  - Regular focus on grammar and punctuation which are crucial for good communication
  - Sustain a focus on spelling and handwriting to give children greater fluency
  - Model texts by real authors should be examined to help children understand what quality writing looks like fiction/nonfiction
  - Examples of good writing shared (visualizer good for sharing with class)
  - Engage with and create a wide range writing genre in different media through reading
- Preparing to publish, by ensuring technical accuracy and effective presentation

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Clas 1 Foundations of Writing: PHASE 1 (Term 1 & 2)

#### 1. Using line to tell stories

- Teacher models with character represented as dots
- Lines drawn to show movement and tell the story
- Children create their own story using techniques

#### 2. Drawing

- Children learn to acquire the correct hold of pencil/pen
- Line drawing using black felt tip/ biro
- Drawings should be detailed and clear as they can manage
- Children made aware that others will 'read' their drawings encouraging them to add as much information (detail) as possible
- First children need to think about what they will draw and what they want to 'say' in their drawing
- Role of teacher is: Motivate, Remind experiences to draw, Help improve technique
- If at all possible children should physically experience what they are going to draw
- Possible 'stories': reaching to turn on a light, catching a large ball, jumping up to swing on monkey bars, swatting flies

#### 3. **Two-part stories**

- Stories that show two parts (A4 paper folded in half)
- Encourage to add fine detail; leaves on trees, patterns on clothing, scarfs, gloves etc
- Simple pattern cards can be made from wallpaper, cloth, wrapping paper that the children can choose from

#### 4 **Shared Writing**

- Used as a plenary with one or two of pictures; talk together and write together
- Gives children an insight into how writing is produced
- Show that before writers write they organise, shape and condense their writing
- Aim is to make children's stories concise and 'readable'

### Functional Writing (Term 3)

- Encouraged and supported through play provision throughout the session (roleplay, literacy area to facilitate)
- Directly taught in Term 3 (facilitated through *projects*)

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Writers Craft (term 4)

- Recap Talk 4 Writing work: use familiar stories and make changes to the characters, setting and events using story mapping to facilitate
- Focus on shared reading of picture books to appreciate character, setting and structure
- Focus on creating characters, setting and structure
- Beginning (character and setting), Middle (problem), End (solution)
- Creating and record own stories (Helicopter Stories, Foundations of Writing to facilitate as appropriate)

### C2 Writing

Development of writing at Clas 2, through oral language input, building on targeted language and grammar each week. Use of variety of writing frames offering different challenge, word mats, paired writing and shared writing

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Clas 2-7 Expectation:

- Children should be given inspiration and purpose to write
- Writing should be linked to real life contexts and class work where possible.
- All pupils should be given frequent opportunities to compose short pieces of text (2-3 sessions per week)
- Pupils should be aware of the writing aims for each task (LIs), through discussion of the specific qualities required.
- Weekly planning should include opportunities for children to work with their teacher in a small group, working with a partner and working on their own on a regular basis
- There should be high expectations of the quality of writing e.g. use of Big Writing approaches e.g. VCOP
- There should be high expectations of presentation. (date, title, line space left between title and rest of script)
- Short term and weekly planning should provide opportunities to write for a variety of different purposes across the full range of text types and genres, explore different features of text types and elements of specific genres
- Study features of the Writer's Craft and be able to create texts using Writer's Craft Tools. (Simile, metaphor, narrative hook, alliteration etc)

### Writing Genres

Personal Writing	<u>Imaginative</u>	<u>Functional Writing</u>
<p>Writing offering personal response and opinions</p> <p>Recount Report- Letter</p>	<p>Focus on key characters, settings, plot, dialogue, metaphor, simile.</p> <p>Storytelling Scripts Poetry Letter Writer's Craft</p>	<p>Writing that expresses different points of view. Order and structure of text important</p> <p>Recount, Report, Blog Letter, e-mail Instructions Explanation, Persuasive Texts Leaflet Adverts Posters Propaganda Some letters Brochures</p> <p>Discursive - Debate/Arguments Letter of Complaint Some Newspaper Articles Political Viewpoints</p>

### Resources for writing

Speaking Frames (translated)

Skeleton Books (translated)

Cearad an Ughdar



## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### Organisation for Writing will include:

- Common writing tasks set to the whole class, with different levels of support and expectation provided, to match the attainment and needs of pupils and to define the level of challenge.
- A blend of class, collaborative, paired and individual approaches.
- Weekly planning should include the teacher working with groups of pupils to teach, correct, support or extend an aspect of writing.
- Opportunities for composing collaboratively.
- **Assessment** will be part of the teaching process and should be fully integrated into the writing process.
- Written scripts must be corrected with each pupil regularly throughout term
- There will be regular discussion about the writing task as it progresses
- Whenever possible pupils will receive oral feedback which will include action for pupil
- Written feedback for written tasks must include action for pupil
- Moderation -teachers are encouraged to regularly discuss pupils' scripts with colleagues, to agree on levels
- Jotter sampling of all classes by SLT throughout the year
- Portfolio of writing examples compiled for each pupil in the school - 1 example of high-quality writing per term to be included in writing folder for assessment purposes.

Our Assessment Record (based on Scottish Criterion Scale) is an assessment tool which is designed to determine the level of a piece of writing and provides a clear insight into the next steps and specific targets required to achieve progression. On going assessment of the learner within the learning process will be regularly assessed in a classroom situation through observation, discussion, collection of evidence and professional judgement.

### **Termly Assessments: (four times per year)**

- Perform baseline assessment in August - set targets for term
- Track / Assess in December (record improvement and targets for next term)
- Track / Assess in March (record improvement and targets for next term)
- Track / Assess in early June (as above and set targets for beginning of next year)

**A letter is the recommended text type as it is flexible and can be used for imaginative, personal or functional writing.**

### **Use of Assessment Record to:**

- Identify 3 specific small step targets (short term)

**Create file/s of evidence:** Class file- each child with 4 pieces of writing for session.

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### READING RESOURCES

#### **P4 reading materials**

Story world  
Discovery World  
Giglets  
Novels (Lists for Gàidhlig and English)

#### **P5 reading materials -**

Storyworlds - Ire 8/9  
'Saoghal Uair Bha Siud'  
Class novel study (Lists for Gàidhlig and English)  
Giglets  
Literacy Circle  
Discovery Worlds,E/F Factfinders D/E  
Storlann: scripts  
National Geographic

#### **P6 reading material -**

Novel study (Lists for Gàidhlig and English)  
Mar a Chuala Mis e  
Giglets  
Discovery Worlds,E/F Factfinders D/E  
National Geographic

#### **P7 reading material -**

Novel study (Lists for Gàidhlig and English)  
National Geographic  
Am Bloigh Beag le Beannachd  
Cèaird na Sgrìobhaiche  
Giglets  
Air an Airgead

#### Resources for reading

Leum gu leughadh (Gàidhlig)  
Comprehension Success (English)  
Blooms Reading Assessment questions (Gàidhlig and English)  
Reciprocal reading mats (Gàidhlig and English)  
Literacy Circles (Gàidhlig and English)

## Nobhailean Gàidhlig

### Ìre 1- Top P4/P5

- Seumas (1)
- Eilidh agus a caraidean (1)
- Diuc (1)
- Seòras agus am beetle (2)
- Ebonaidh is Ibhoraith (2)
- Seanmhair dhòmhnail (3)
- Banana Mhozart (3)
- Game
- Luchrabain lìonmhor (3)
- Am ploigh le paidhtean (3)

### Ìre 2- Top P5/P6

- Cho tapaidh 's a bha siud (2)
- Ailig Aurora (2)
- An cuilean ròin (3)
- Grìogag Ghrànne (1)
- A'bruidhinn ris a'chat (3)
- Am Bocan (2)
- Plòigh le Paidhtean (2)
- Game Boy (2)
- Game Boy Galactaig (2)
- Game Boy Ath-Luchdaichte (2)
- Banana Mhozart (2)
- A'chorrag Chrosta (3)
- Draoidhean Dhailbhealasdair (2)

### Ìre 3- Top P6/P7

- Leabhar Latha 1/2/3 (1)
- Banais nam Bonnach (2)
- Eilean nan Nathraichean (1)
- A' bhuidse Steigeach (2)
- Fionn, na fuamhairean 's na daoine beaga (1)
- Na Loidsearan Neònach (3)
- An siopsaidh agus an t-aingeal (2)
- Dihaoine gu Brath (2)
- Turas Inntinn aig Seoc (2)
- Màiri Neul Banrigh nan Sgeul (2)
- Dha an aon (2)
- Brochaidh (2)

### Ìre 4- Top P7

- Dànaidh loch an t-saoghal (3)
- Reubairean Roisins (3)
- Al (1)
- An Leigeil Seachad (2)
- Na Gaisgich (1)
- Tilleadh Dhachaigh (2)
- Dùbhlann Srainnsear (2)
- Fèil an Dàmhair (2)
- Am Bann (3)
- Ribeanan rìomhach còta sìoda (2)
- Am Fear Og 's an tuagh umha (3)
- Giuthas Sealbhach (3)
- A' chlach-ghealaich (2)
- Ùine Iongantach (2)
- Taibhse (3)
- An dìleab (3)

## Bun-sgoil Taobh Na Pàirce - Literacy Policy

### LEABHRAICHEAN BEURLA

#### C4

Flat Stanley 37  
The magic finger 29  
The fish in room eleven 30  
The worst witch 9  
I'm telling you they are aliens 6  
Iron man 3  
The owl who was afraid of the dark 5  
The were puppy 9

#### Picture books

Goodnight Tractor 14  
There's a Bear on my chair 27  
The disgusting sandwich 13  
Shark in the Park 27  
Hare and Tortoise 29  
Owl babies 11

#### C5

Stig of the Dump 40  
Charlie and the chocolate factory 9  
Lizzie Zipmouth 6  
I know what you did last Wednesday 7  
Billionaire Boy 4  
How to break a dragons heart 4  
The London eye mystery 31  
The sheep pig 8  
Charlottes Web 34

#### C6

The Lion the Witch and the Wardrobe 32  
Explorer 30  
Desperate Journey 9  
Millions 3  
Pigheart Boy 10  
The Thieves of Ostia 9  
Madame Doubtfire 3  
Stormbreaker 4

The

#### C7

Letters from the Lighthouse 31  
Holes 33  
Noughts and Crosses 5  
Frozen Time 5  
Refugee Boy 6  
Skellig 5  
War horse.13  
The Tulip Touch 6  
Wonder 8  
Wolves of Willoughby chase 5  
Goodnight Mister Tom