

Cluny Primary School/

Helpful Hints for Parents and Carers

Early Level: Language and Literacy

Be at the heart of your child's learning.



*Helping your child succeed
in Language and Literacy*

Celebrating Happiness, Health and Achievement in Learning

Language and Literacy

“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. Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increase 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.” Curriculum for Excellence (2014)

Literacy is at the heart of learning. Through Literacy, in all it's forms, we receive much of our knowledge and acquire many of our skills. Confidence in communication is essential in today's world. Literacy skills enable us to engage fully in learning and in society. Literacy skills are essential to intellectual, emotional and social development and the teaching of these skills must be embedded in and across learning.



Learning about Roald Dahl
and the BFG 😊

With the advances of Curriculum for Excellence, the teaching and learning of Language and Literacy has experienced significant changes in the last few years. The underlying rationale of these changes is to ensure that children understand Language and Literacy with greater depth, can apply their understandings more effectively to the world around them and so that they can attain and achieve a higher level of Literacy in Scotland than in subsequent years.



It is hoped that this short leaflet will provide you with some hints and tips about discussing Language and Literacy learning with your child, and will also help to inform you of the changes which have taken place over the years in this key curriculum area.

Children now study 'experiences and outcomes' within Curriculum for Excellence and these are organised under:

- **Listening and Talking**
- **Reading**
- **Writing**

Under these, there are a number of sub-organisers which are:

- **Enjoyment and Choice**

These experiences highlight the importance of providing opportunities for young people to make increasingly sophisticated choices

- **Tools**

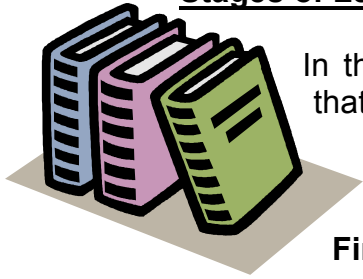
These experiences and outcomes include important skills and knowledge eg in reading it includes such important matters as reading strategies, grammar and spelling

- The sections on **Finding and Using Information** include in reading, critical literacy skills, while the **understanding, analysing and evaluating** statements encourage understanding of texts.
- The **Creating Texts** experiences and outcomes describes the kind of opportunities which will help children to develop their ability to communicate effectively eg by writing clear explanations.



Report writing on Ice
Cream Making 😊

Stages of Learning



In the Primary School, there are 3 important stages of learning or milestones that children are encouraged to reach. These are:

Early

Attainable by most children by the end of primary 1

First

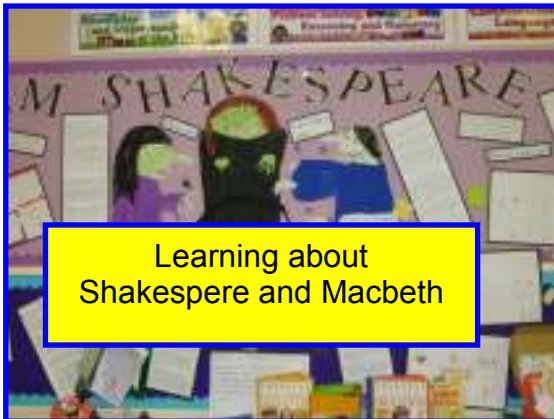
Attainable by most children by the end of primary 4

Second

Attainable by most children by the end of primary 7

This leads into Secondary Education for the Third, Fourth and Senior Phases of Education. These levels are of course very fluid, and children are encouraged at all stages to work at their own level eg some children in primary 1 may already be working on the first level experiences and outcomes, whereas some children in primary 6 may still need reinforcement of the first level outcomes. Teachers differentiate accordingly in the class situation and your child will be taught either within a group or as an individual depending on their needs in Language and Literacy.

Teaching and Learning



The teaching and learning of Language and Literacy in our school follows guidance from Moray Council and we have recently worked intensively with the Literacy Officer to review our curriculum. Our work in this area is now commended and we are now at the forefront of new developments.

The learning of Language and Literacy in our school encourages children to:

- Work independently, in pairs, in groups and as a class
- Work with a range of texts including novels, short stories, plays, poems, reference texts, the spoken word, maps, charts, graphs, timetables, advertisements, comics, newspapers and magazines, letters, films, games, tv programmes, labels, signs, posters, recipes, instructions, reports, reviews and blogs etc
- Talk about their learning and explain their thinking
- Make links across the curriculum to practical ways of using language and literacy in their environment
- Use all the principles and strategies of assessment for learning – including sharing learning intentions, using quality questioning, having purposeful feedback from teachers and others, reflecting on our own work and identifying our next steps
- Using relevant contexts for learning – to see a real purpose in real life



Further information can be found under our Language and Literacy Policy on the School Website or by contacting the School Office.

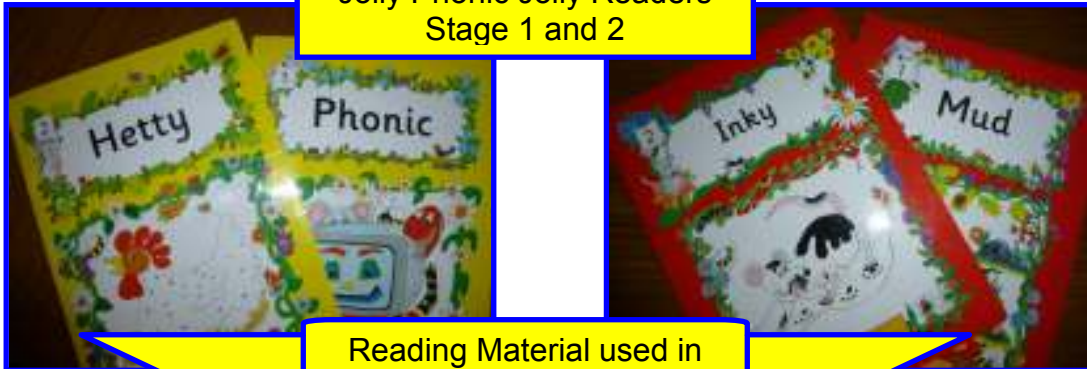
CLUNY PRIMARY SCHOOL

Teaching Reading

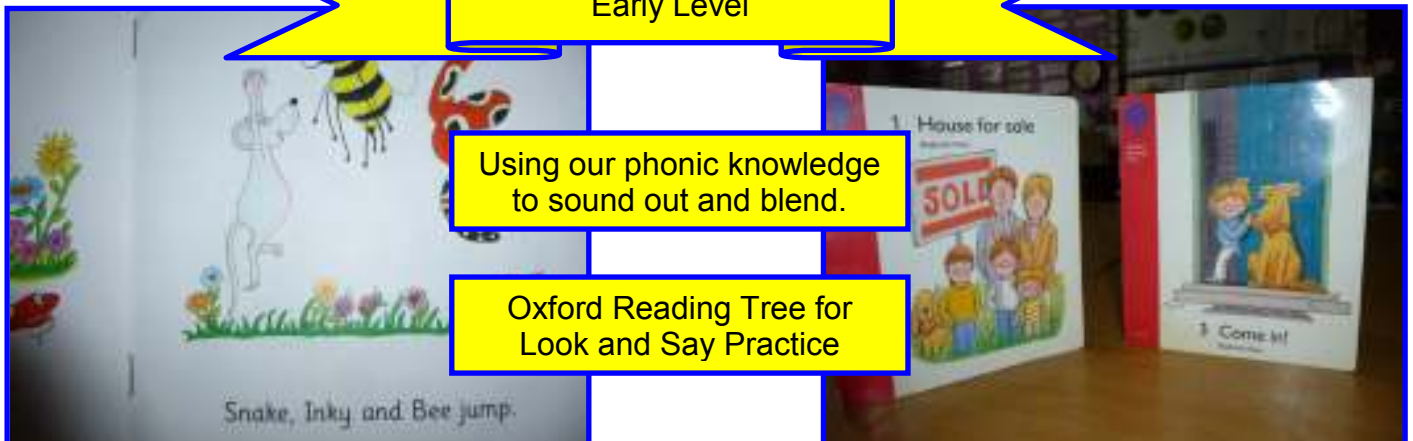
What are we learning in Reading?

In the Early Level, we use a combined approach to teaching reading including the Fast Phonics or Jolly Phonics Programme. This is a multi-kinaesthetic approach to reading, focusing on both the key letter names and sounds of the letters. In Primary 1 the children learn 50 sounds. Once your child has learned the first few sounds, they progress to our Story Reading Books. We use a range of Story Texts including Fast Phonic Readers and Oxford Reading Tree or our Biff, Chip and Kipper character books.

Jolly Phonic Jolly Readers
Stage 1 and 2



Reading Material used in
Early Level



Using our phonic knowledge
to sound out and blend.

Oxford Reading Tree for
Look and Say Practice

The order we learn the letters in is:

Unit 1	s a t p
Unit 2	i n m d
Unit 3	g o c k
Unit 4	ck e u r
Unit 5	h b f ff l ll ss (greedy letters)
Unit 6	j v w x
Unit 7	y z zz qu
Unit 8	ch sh th ng (2 letter make 1 sound)
Unit 9	ai ee igh oa oo
Unit 10	ar or ur ow oi
Unit 11	ear air ure er



Using our magnetic boards
to learn the alphabet

Once the children have learned the first 2 units of the programme, they can begin to move these around and make words to practice their blending.

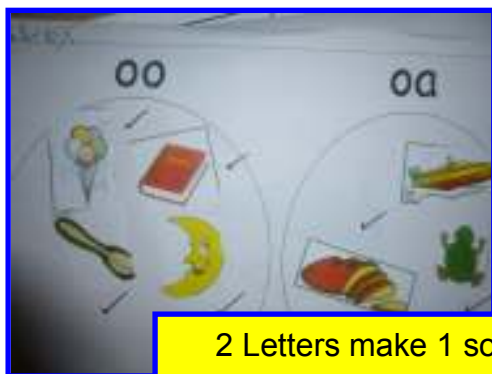


Children learn particularly well when there is activity involved. By doing an action for each sound, the children are using body, movement, eyes, ears and speech to help them remember. This is a fun way for children to learn but most importantly effective.

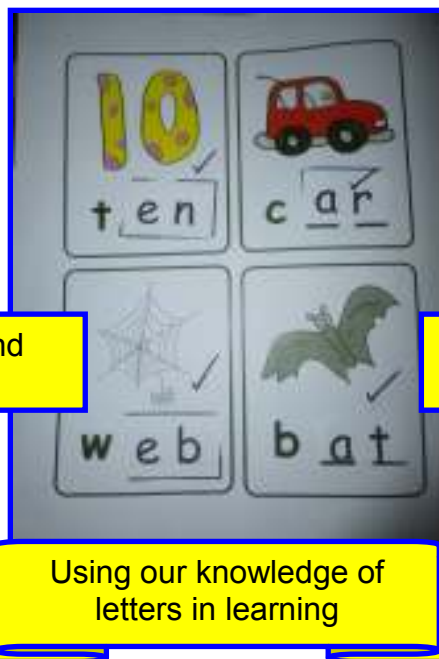
All words are made up of sounds. A sound can be represented by one letter or a group of letters eg c and h say 'ch' in church.

As sounds are taught, they will be highlighted in your child's Sound Book. If possible, please go through these sounds with your child every night and help them to read the words given. Also, mix up the individual sound cards and ask your child to recall the sounds taught.

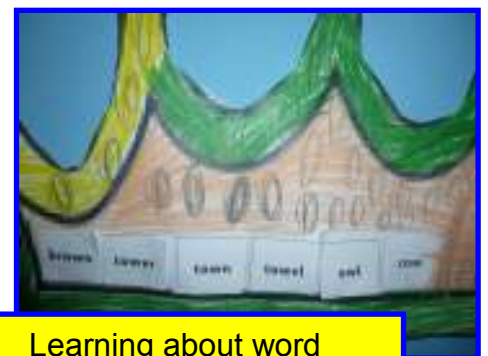
The children are also encouraged to talk about words such as cover, title, writing and pictures, letters, words, full stops and sentences. We focus on the children being able to talk about capital letters and full stops, along with discussions about the main characters and settings in a shared story.



2 Letters make 1 sound



Using our knowledge of letters in learning



Learning about word endings

Reading Experiences and Outcomes

Enjoyment and Choice

- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.
- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

Tools for Reading

- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

Finding and Using Information

- I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

Understanding, Analysing and Evaluating

- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

