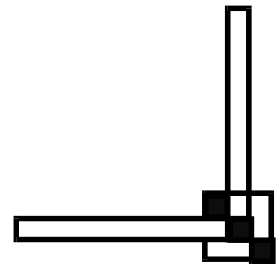


# Improving Reading

at the

# Early Stages

# 5-14



## **INTRODUCTION**

This paper is the response to the document entitled '**Improving Reading at the Early Stages 5-14**'. It should be seen as a guide to raising achievement in reading throughout the primary school and beyond as part of the authority initiative on quality in education, incorporating the philosophy and methodology outlined in **Teaching for Effective Learning. – A paper for discussion and development. Pub. Scottish CCC**

There are four sections to this document as follows:

- The agenda for action in Argyll and Bute.
- A grid indicating persons responsible for aspects of the agenda.
- Examples of good practice in the teaching of reading matched to the relevant HMI performance indicators to be used in the self-evaluation and monitoring process.
- A synopsis of some aspects of recent research to guide and inform initial teacher discussions and debate.

It is important to recognise that a child's learning does not start at entry to P1 and that account must be taken of the Pre-5 learning experience summarised below.

## ***PRE-SCHOOL EDUCATION***

“Schools and individual teachers can dramatically influence the extent and quality of learning, and attitudes towards learning in later life”

Current research shows that the literacy, knowledge and skills children acquire before they start school is a strong indicator of attainment at age 7. Providers of pre-school education, therefore, should ensure that the environment in which children learn enables them to acquire knowledge and develop literacy skills.

The following are also identified as factors which can improve future attainment levels for the pre-school child:

- Early Intervention;
- practical guidance to parents on how to help their child at home;
- teacher expectation;
- taking account of prior learning;
- quality teaching such as appropriateness of the curriculum, context, methodology and outcome;
- a coherent whole school policy for reading development.

These factors also play a significant part in raising achievement in the pre-school itself and beyond. They are part of the agenda for action in the document.

## ***AGENDA FOR ACTION POINT 1***

“Successful schools have a culture which encourages and supports teachers to reflect on their purposes and principles as well as their practices, and helps them to work together to improve these practices”

### **High Expectations for All Pupils**

- A whole school approach to the management and organisation of the teaching of reading is essential to ensure continuity, progression and high standards.
- A whole school approach to target setting for reading and to setting realistically demanding targets for each reading group in each class to encourage pupils to reach their full potential.
- Teachers should seek to promote a literacy ethos within their classroom. This will allow teachers to maintain the interest and provide for the intellectual growth of children who have already demonstrated literacy skills. It will also encourage the development of literacy skills in those who have not yet acquired these skills.
- Teachers should seek to raise each child’s self-esteem and build confidence by capitalising on both previous experience and cultural background, and by providing access to a wide range of appropriate resources.

- Teachers should ensure that the reading programme promotes a positive attitude to equality of opportunity including race and gender.
- Teachers' expectation of pupils is a key factor in determining pupils' progress and therefore we should have realistically high expectations of each pupil regardless of the individual's previous experience or background. The involvement of parents in supporting the school to establish these expectations is an important strategy.
- Teachers should ensure that the classroom and the immediate environment, together with the reading programme, promote the child's positive disposition to read as well as developing literacy skills.
- Teachers should ensure that the reading programme provides meaningful contexts in learning rather than focusing primarily on isolated skills. Children should see a clear purpose for reading tasks and activities. These should be of high interest to the child to encourage not only learning in the present but a positive attitude to lifelong learning.

## **AGENDA FOR ACTION POINT 2**

“Teachers manage the curriculum; they plan content, process and context to maximise learning. Teachers organise their classrooms and manage their time to allow learners to take responsibility for their own learning and to give themselves quality time to teach.”

### **Good Well Organised Teaching of Reading**

- The authority will issue advice on the time allocation of flexibility time within the Curriculum Paper.
- A learning environment which is as interruption free as possible and offers support for each pupil will help teachers provide a quality time allocation for reading.
- The school should ensure that reading is taught effectively and not just “heard”. Reading activities should be prepared by teachers with quality follow up provided. The child’s initial exposure to the text must be within school with the practice or working with parents as homework providing consolidation.
- A structured reading programme through-out the school requires to be followed with emphasis on a range of quality reading materials matched to pupils’ interests and reading levels. Professional decisions must be taken with regard to the extent of commercial follow-up which will be included in the programme.

- Within the school's programme recommendations on homework and setting of numbers of pages of reading should be given.
- Skills in reading for information should be systematically developed with appropriate and relevant resources.
- Reading for enjoyment should be fostered and developed by:
  - providing well-equipped, visually attractive class and school libraries;
  - encouraging pupils to visit local libraries;
  - inviting authors into school;
  - taking part in book fairs;
  - taking advantage of local book events organised by the library service.
- A comprehensive programme for staff development in reading is available for all staff from the QIT calendar and can be accessed through school based Inset, PAT etc. Training is available for teachers of pupils of early years for teaching and learning issues such as rhyming; phonological awareness; onset, rime<sup>1</sup> and analogy etc.
- Schools should consider targeting the Early Years as a main area for resources allocation as an investment for future learning.

<sup>1</sup>rime is when words spell similarly and are also similarly pronounced, such as cat/mat, but not bought/cot.

- Where appropriate schools should include the role of a Language Co-ordinator within a wider management remit to implement and monitor the school's policy in the teaching of reading.
- Structured sessions in reading should be part of each child's language programme incorporating direct teaching, group activities, practice in reading and quality follow-up activities.

### ***Agenda for Action Point 3***

“To become more aware of learners’ prior knowledge, teachers need to develop their skills of observation and diagnosis. Listening to pupils talk is the best way to tune into what and how they are really thinking. It is important that teachers have some time to do this on a regular basis.”

“What is important is to activate prior knowledge rather than spending too much time trying to assess what it is.”

#### **Careful assessment of pupils’ progress and reading standards.**

- The recommendations on assessment and recording procedures should be clear and concise and take account of teacher workload issues.
- Assessment records must be kept for all pupils.
- Assessment records must be accessible for each class at whole school level.
- These records should show appropriate 5-14 levels attained including national tests.
- Records should also incorporate results from relevant, appropriate authority and commercially produced assessment material such as Argyll and Bute baseline assessment, Early Years Educational Screening (EYES); Middle Infants Screening Test (MIST); Quest.

- Reading Standards should be monitored from a baseline assessment at P1 onwards and throughout the primary school. This will be used to inform the target setting process.
- These assessments will take place at strategic points. There is no need to be constantly assessing at the expense of teaching.
- Assessment should also include ongoing informal and formal professional assessments such as observation/discussion and the assessment of the results of reading tasks. These assessments enlighten the summative 5-14 assessments, the confirmatory national tests and any diagnostic assessments used.
- The results of the above assessment strategies can then be used to review the membership of class reading groups on a regular basis. When it is necessary to reorganise the membership of reading groups, strategies should be in place to ease the transition before and after group reallocation.
- The results of these assessments will form part of the ongoing dialogue with parents in the partnership process.

### *Agenda for Action Point 4*

“The biggest and most underused resource teachers have is each other. All teachers are entitled to help and support to think about what they are doing and to develop their practice. Schools where teachers think and act together, and where they support each other, are much more likely to be successful.”

### **Effective Support for Pupils where they have particular needs in Reading.**

- When considering the deployment of staff at P1 and P2 some schools may wish to allocate any additional staff available to these stages in order to support teaching and learning. This includes learning support staff and nursery nurses/classroom assistants, where appropriate.
- The most effective deployment of learning support staff uses a combination of the following models:
  - i. Working co-operatively with the class teacher to support the reading development of all children. Examples of this would include taking responsibility for a group of children over a period of time or creating a rota among groups within the class.
  - ii. Targeting small groups of children experiencing difficulties.

- Learning support staff have a positive contribution in:
  - i. observation of pupils for assessment in reading;
  - ii. diagnostic assessment;
  - iii. recording and reviewing progress of pupils with particular needs in reading;
  - iv. acting as consultants to class teachers.
  
- The school should ensure consistency in the work of all those involved in supporting children's reading development by arranging regular meetings for planning and discussion between class teachers and support staff such as, every two weeks and a meeting for planning at the start of each term. Where available, nursery nurses should meet once a week with class teachers to plan for children identified through the baseline assessment process.
  
- The identification of pupils requiring support for reading should take account of a variety of assessment evidence:
  - pre-school assessments;
  - class teachers' assessment based on listening to and observing children;
  - Argyll and Bute baseline assessments;
  - observation by promoted and learning support staff;
  - evidence from other areas of the curriculum;
  - parents' view of the child, sought at an early stage;

- evidence from other agencies such as, speech and language therapists;

Interpretation of the evidence should take account of the age, maturation level and reading readiness of the child. The needs of pupils speaking English as an alternative language should also be taken into account.

- Screening should take place at each stage in P1-P3 and good use should be made of test results.
- Where specific difficulties are identified, specialist help should be provided and Individual Educational Programmes (IEP's) drawn up.
- There should be systematic assessment, recording and monitoring of pupils' progress in reading, with records showing strengths, development needs and next steps in learning. These should be reviewed and updated regularly, such as toward the end of a planning block of time.
- Learning support approaches are most effective when the approach and programme are matched to a sound assessment of the needs of individuals or small groups by identifying the barriers to learning. This will include explicit and systematic phonics teaching, with account taken of attitudes, motivation, oral and written language

development and the development of comprehension and fluency.

- As part of a whole-school approach, there should be regular contact with external services such as education psychologists and speech and language therapists. The latter's expertise in helping provide programmes for children with speech and language difficulties includes some aspects of early intervention strategies such as, rhyming, alliteration and oral language development.
- The reading scheme provided should take account of children's different learning styles, and should demonstrate a balance between phonetic and look and say approaches. Gender and multi-cultural issues should also be taken into account.
- Resources should be purchased to support pupils experiencing difficulties in learning to read, matched to the age and interest level of the pupil.

## *AGENDA FOR ACTION POINT 5*

“Acting together to get things done means moving forward purposefully, tackling what can realistically be achieved with a healthy blend of change and stability and of development and maintenance.”

### **A consistent and effective whole-school approach led and supported by management.**

- Each school must have a policy for reading which is consistent and developmental from P1 to P7 and which takes account of recommendations in the agenda for action contained in the document.
- The resources provided should reflect the above policy and take account of local accent and pronunciation. We should also engender interest in and an awareness of both the child's own culture and the multi-cultural nature of our society.
- Guidance will be given to staff on the opportunities for development of reading in cross-curricular and contextual activities.
- A wide range of enhancement and consolidatory reading materials should be available and consideration should be given to the allocation of financial resources, as and when available, to the targeted purchasing of such materials for the early stages.

- Guidance and, where necessary, staff development will be available to teachers on appropriate teaching and learning approaches throughout the school such as:
  - phonological development
  - the use of rhyme and alliteration
  - onset/rime/analogy
  - a structured phonics programme based on the above
  - look and say
  - the use of the 300 word list (Dolch)
  
- The consistent policy of meaningful partnership with parents must be continued and extended to include successful initiatives such as paired/shared reading.
  
- Clear guidance on the role of support for learning within the reading programme will be available. It will include guidance on such issues as the partnership between learning support staff and the class teacher, the shared responsibility for a child's reading development, the consultative role of learning support providing advice on programmes, resources and methodology.
  
- The needs analysis process should be used as a tool to clearly identify staff development needs on the teaching of reading taking account of the school development plan and

individual Career Review and Development (CRD) targets.

- Individual staff expertise in the teaching of reading may be available at school or co-operative level and consideration must be given as to how this expertise should be developed and deployed.
- Shared strategies for effective monitoring of reading attainment levels must be consistent throughout the school and reviewed regularly to inform future guidance on the teaching of reading.

## *AGENDA FOR ACTION POINT 6*

“Motivation and achievement are closely linked. Lack of achievement is generally the cause of poor motivation rather than the result of it.”

### **Effective Involvement of Parents in Supporting Children’s Progress in Reading**

Research has shown that significant differences in children’s attainment in reading can be made when parents have the confidence to support their children with reading. Schools have a major part to play in helping parents achieve this confidence.

- Parents need to be made aware that their contribution in helping their children achieve success in reading is vitally important and valued by the school. A series of practical workshops and written information to support these workshops can help parents understand the school’s approaches to reading and how they can help their child achieve success in reading.

Workshops should be at a time mutually suitable to the school and to parents, with back-up material available for parents who are unable to attend. It can be beneficial to start these workshops before a child begins school, thus establishing positive partnership links at the earliest stage in the child’s education.

- Workshops give parents the opportunity to observe teachers working or reading with groups of children such as through a video. This is an effective way of enabling parents to see the different strategies involved, including paired/shared reading strategies, as well as emphasising that reading should be a positive experience for all concerned.
- Written materials about reading and reading events such as back-up material to workshops and book fairs should be clearly written, well presented and well illustrated. Care must be taken to ensure parents who speak English as an alternative language and parents who may have difficulties in reading can access this material.
- In order to sustain parental involvement in reading, small parent group invitations may be more effective throughout the early stages. Parents of children identified through the Early Intervention Programme should be given the opportunity to attend a series of meetings to explain strategies used and how they can best help their child.
- Another adult in the classroom such as a classroom assistant or a parent helper will provide opportunities for individuals or groups of children to consolidate and practice reading skills.

- To maintain parental contact with parents, two-way diaries, reading notebooks or cards with space for helpful instructions and comments can be used. Schools who wish to extend their parental involvement in reading may offer parents the opportunity to ask for help with reading, such as, a promoted member of staff being on hand at a certain time to give this advice.
- Although the document focuses on the early stages, strategies for improving reading throughout the primary years have been included commencing with the pre-school year.
- The valuable work already being done in primary schools in Argyll and Bute will be reviewed and may be revised as a result of the recommendations contained in this document. In order to have full impact on life long learning the teaching of literacy skills needs to be subsequently reviewed in the early stages of secondary education in line with the recommendations from “**Achieving Success in S1, S2**” (SOEID 1997).

# IMPROVING READING

## Monitoring /Self-evaluation Matched to Performance Indicators

<b>Staf Development Issue: Improving Attainment</b>	
<b>Examples of Good Practice</b>	<b>Relevant Performance Indicator</b>
<ul style="list-style-type: none"> <li>• How are reading standards monitored in your school?</li> </ul>	1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.4; 5.1; 5.2; 5.3; 6.2; 6.4; 6.5; 6.6; 7.1; 7.5
<ul style="list-style-type: none"> <li>• At what stage is additional support provided for pupils?</li> </ul>	4.1; 4.4; 4.5
<ul style="list-style-type: none"> <li>• What signs do you look for in allocating support?</li> </ul>	2.1; 2.2; 2.3; 3.2; 3.3; 4.2; 4.5
<ul style="list-style-type: none"> <li>• What evidence do you have about pupils' rate of progress between each stage at P1-P3?</li> </ul>	1.3; 2.1; 2.2; 2.3; 3.2; 3.3; 3.4
<ul style="list-style-type: none"> <li>• What proportion of pupils achieve Level A by the end of P3?</li> </ul>	2.1; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1
<ul style="list-style-type: none"> <li>• In what ways do you ensure that teacher's expectations are high in your school?</li> </ul>	5.1; 5.3; 6.4; 6.5; 6.6; 7.1; 7.5
<ul style="list-style-type: none"> <li>• Are targets set for each reading group to achieve at different points in the year?</li> </ul>	1.1; 2.1; 2.2; 3.2; 3.3; 3.4; 5.1
<ul style="list-style-type: none"> <li>• Is progress toward these targets monitored?</li> </ul>	1.3; 2.1; 2.2; 3.2; 3.3; 3.4; 4.4; 7.1

<b>Staff Development Issue: Good use of accommodation and resources</b>	
<ul style="list-style-type: none"> <li>• Are the reading areas in your school well organised?</li> </ul>	5.1; 6.1; 6.2; 6.3; 6.7
<ul style="list-style-type: none"> <li>• How does your school management ensure a consistent use of accommodation and resources for reading?</li> </ul>	5.1; 6.1; 6.2; 6.3; 6.7; 7.1; 7.5
<ul style="list-style-type: none"> <li>• How is the use of library resources monitored?</li> </ul>	6.1; 6.2; 6.3; 6.7; 7.1; 7.5
<ul style="list-style-type: none"> <li>• How satisfactory are the resources for reading?</li> </ul>	1.2; 2.1; 2.3; 3.3; 6.2; 6.3
<b>Staff Development Issue: Good Reading Programmes</b>	
<ul style="list-style-type: none"> <li>• Does your school have a clear programme of study for reading?</li> </ul>	1.1; 1.2; 1.3; 3.3; 6.2
<ul style="list-style-type: none"> <li>• How far does it ensure a systematic development of phonic skills?</li> </ul>	1.2; 3.2; 3.3; 6.2
<ul style="list-style-type: none"> <li>• What steps do you take to encourage pupils to develop the reading habit?</li> </ul>	1.1; 1.2; 3.1; 3.3; 4.1; 5.1; 5.2; 6.2
<ul style="list-style-type: none"> <li>• How do you teach children to understand and use non-fiction texts?</li> </ul>	1.1; 1.2; 1.3; 3.1; 3.3; 4.5; 6.2; 6.3; 6.4

## IMPROVING READING

### Monitoring/Self –evaluation Matched to Performance Indicators

<b>Staff Development Issue :Improving Learning and Teaching</b>	
<b>Examples of Good Practice</b>	<b>Relevant Performance Indicator</b>
<ul style="list-style-type: none"> <li>How do you ensure that texts are matched to pupils' reading attainments and that abler pupils are sufficiently challenged by texts?</li> </ul>	2.1; 2.2; 3.1; 3.2; 3.3; 4.5
<ul style="list-style-type: none"> <li>How do 'follow-up' activities support the learning which pupils need in order to make progress in reading?</li> </ul>	1.1; 1.2; 1.3; 3.1; 3.2; 3.3; 1.1; 1.3; 2.1; 2.2; 3.2; 3.4; 4.5; 5.1; 6.3; 6.5; 7.1
<ul style="list-style-type: none"> <li>How effective is your classroom organisation in providing sufficient quality teaching time for reading?</li> </ul>	1.3; 3.1; 3.2; 3.3; 3.4; 6.3
<ul style="list-style-type: none"> <li>Which activities do you use in teaching reading?</li> </ul>	1.2; 1.3; 2.1; 2.2; 3.1; 3.2; 3.3
<ul style="list-style-type: none"> <li>How does school management ensure that reading is taught (rather than listened to) in your school?</li> </ul>	3.3; 4.5; 6.4; 6.5; 6.6; 7.1; 7.4
<b>Staff Development Issue: Effective Assessment and Recording of Pupils Progress</b>	
<ul style="list-style-type: none"> <li>What are the advantages of making notes as you hear reading?</li> </ul>	1.3; 3.1; 3.3; 3.4; 4.1; 4.4; 5.2; 6.2; 6.3; 6.5
<ul style="list-style-type: none"> <li>How good is your school's approach to record keeping?</li> </ul>	3.4; 3.5; 7.1
<ul style="list-style-type: none"> <li>How is assessment information used in reviewing individual pupils'</li> </ul>	3.3; 3.4; 3.5; 4.5

progress and grouping pupils for reading?	
<ul style="list-style-type: none"> <li>• What arrangements are made to pass information on reading from teacher to teacher?</li> </ul>	4.3; 4.4; 5.3
<b>Staff Development Issue : Improving Support for Learning to Read</b>	
<ul style="list-style-type: none"> <li>• What is your policy for deploying learning support staff at the early stages?</li> </ul>	4.1; 4.3; 4.5; 4.6; 4.7; 5.3; 6.4; 6.5; 6.7
<ul style="list-style-type: none"> <li>• How consistent is learning support practice in your school?</li> </ul>	4.1; 4.3; 4.4; 4.5; 4.6; 4.7
<b>Staff Development Issue : Closer Partnership with Parents</b>	
<ul style="list-style-type: none"> <li>• How high a priority is parental involvement in your school?</li> </ul>	3.5; 5.2; 7.4
<ul style="list-style-type: none"> <li>• What kinds of meetings or workshops are held in your school to support parents in helping their children with reading?</li> </ul>	3.5; 5.2; 7.4
<ul style="list-style-type: none"> <li>• How good is written material for parents in your school?</li> </ul>	3.5; 5.2; 7.4
<ul style="list-style-type: none"> <li>• How effective are arrangements for continuing support for parental involvement in reading?</li> </ul>	3.5; 5.2; 7.4

**ARGYLL AND BUTE EDUCATION RESPONSE**

<b>Agenda for Action</b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
high expectation for all pupils	guidance to schools on target setting	inset on target setting for specific subject areas  inset on promoting literacy skills	designate literacy coordinator with responsibility for management and organisation of the teaching of reading at school level  ensure all staff are aware of school's targets for achievements in reading monitor literacy ethos within school as a whole  manage DMR budget to take account of literacy needs  monitor and evaluate reading achievement of all pupils on an ongoing basis	review practice in light of recommendations from literacy coordinator  revise practice in light of information from personal review  set demanding but realistic targets for individuals/groups  self evaluate classroom ethos re literacy and revise accordingly review resources and requisition as appropriate  ensure ongoing assessment is part of reading programme for each child	Parental involvement throughout the process
	monitor and evaluate reading achievement at authority level				

## ARGYLL AND BUTE EDUCATION RESPONSE

<b><i>Agenda for Action</i></b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
high expectation for all pupils			<p>review teaching of reading to ensure that the reading programme in each class promotes a positive disposition to read and encourages lifelong learning</p> <p>review school reading resources and practice to ensure relevant, interesting and purposeful materials are used at each stage</p>	<p>participate in review of teaching of reading and revise practice in light of findings</p> <p>participate in review of resources and practice and revise/adapt where necessary</p>	Parental involvement throughout the process

**ARGYLL AND BUTE EDUCATION RESPONSE**

<b>Agenda for Action</b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
good, well organised teaching of reading	issue advice on use of the flexibility time within curriculum Paper No 1 and 'Improving Reading at the Early Stages – 5-14'	provide staff development for teaching of reading:- addressing strategies, methodology and resources management	<p>structured reading programme incorporating a wide range of quality materials matched to pupils' interests and reading levels</p> <p>targeting of budget allocation to reading for Early Years</p> <p>provide homework policy for practice of reading and supplementary activities</p> <p>use of Language Coordinator to implement and monitor reading policy</p>	<p>provide quality time allocation for reading</p> <p>provide a stimulating learning environment which is as interruption free and supportive as possible for each pupil</p> <p>teach reading effectively at all stages</p> <p>prepare reading in class</p> <p>provide quality and meaningful follow up</p> <p>develop skills in reading for enjoyment and information</p> <p>provide structured sessions for reading development</p> <p>incorporate direct teaching practice, follow up</p>	support reading homework

## ARGYLL AND BUTE EDUCATION RESPONSE

<b><i>Agenda for Action</i></b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
careful assessment of pupils' progress and reading standards	continued guidance on target setting and monitoring of reading progress across schools	baseline assessment packs available to all schools	<p>review of reading assessment guidance both at class and whole school level</p> <p>support strategies implemented for pupils before and after movement across groups</p> <p>effective monitoring of reading standards from P1 onwards</p>	<p>assessment records should be kept for all pupils noting 5-14 levels and results of authority or commercially produced assessment materials</p> <p>use of varied assessment strategies</p> <p>regular review of membership of attainment groups</p> <p>assessment material made available for use in monitoring exercises</p>	contribute to the discussion of a child's progress in reading

## ARGYLL AND BUTE EDUCATION RESPONSE

<b>Agenda for Action</b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
effective support for pupils who have particular needs in reading	continue provision for Early Intervention subject to S.O.E.I.D. funding	<p>continue in-service for class teachers, learning support staff and nursery nurses/classroom assistants in Early Intervention Strategies</p> <p>provision of Baseline Assessment packs for all schools in Argyll and Bute</p> <p>advice on materials to support early intervention</p>	<p>deployment of additional staff to P1 and P2. Learning support staff deployed to allow for effective differentiation, targeting of attention, highly focused diagnosis and support for pupils in the Early Years</p> <p>enable screening to take place at each stage from P1-P3, with test results used effectively for planning</p> <p>purchase resources to support early intervention and targeting of pupils experiencing difficulties in learning to read</p>	<p>all staff aware of the roles of additional staff in P1 and P2</p> <p>class teachers and additional staff work co-operatively to facilitate observation, systematic assessment, planning, recording and reviewing progress of pupils, using a variety of assessment evidence to identify pupils requiring support for reading, class teachers interpret evidence taking account of age, reading readiness maturation level and any difficulties in relation to children speaking English as an alternative language, records should show strengths, development needs and next steps in learning</p>	<p>understand the roles of all additional staff in P1 and P2</p> <p>parents' views sought early where child is experiencing difficulties in learning to read</p>

## ARGYLL AND BUTE EDUCATION RESPONSE

<b>Agenda for Action</b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
effective support for pupils where they have particular needs in reading	working party set up to draw up IEP formats for Primary and Secondary schools	draw up standardised version of IEP for schools	<p>ensure consistency of approach by arranging regular planning and review meetings</p> <p>regularly liaise with external agencies such as Speech Therapists and the Area Network Support Teams</p> <p>IEPs drawn up where specific difficulties identified</p> <p>check that reading scheme takes account of childrens' different learning styles, and has a balance between look and say and phonetic approaches. Account should also be taken of relevant gender and/or multi-cultural issues</p>	<p>learning support approaches and programme match the assessment for the needs of individuals or small groups</p> <p>specialist help sought where specific difficulties identified</p>	parents involved throughout the process, and given advice on how they can help at home

## ARGYLL AND BUTE EDUCATION RESPONSE

<b><i>Agenda for Action</i></b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
a consistent and effective whole-school approach led and supported by management		provision of courses on the teaching of reading  guidance available to schools as required	review and revision of whole school reading policy as relevant  provide appropriate resources in line with the recommendations and the ongoing resourcing policy  consider the targeting of teaching resources to the early stages  review guidance on the place of reading across the curriculum  allocate funding from the staff development budget to allow teachers to attend courses as necessary  review of guidance to staff on the strategies and methodology to be used in teaching reading	contribute to review and revision of policy  contribute to the monitoring of the effectiveness of resources and to the purchase of any further materials  use needs analysis process to specify individual development needs in the teaching of reading	consulted on aspects of reading policy



## ARGYLL AND BUTE EDUCATION RESPONSE

<b>Agenda for Action</b>	<b>AUTHORITY</b>		<b>PRIMARY SCHOOLS</b>		<b>Parents</b>
	Directorate	Development Service	Management	Teachers	
effective involvement of parents in supporting childrens' progress in reading	continued provision for early intervention initiatives	<p>continue parent reading workshop in-service support</p> <p>produce video showing good practice in teaching reading and make available for schools to use</p> <p>produce booklet for parents on reading</p>	<p>provide practical parent workshops for parents of P1-P3 pupils on strategies used to teach reading, including paired/shared reading. Where possible, invite small groups at a time, such as parents of children identified through the Early Intervention Programme</p> <p>communication on reading events</p> <p>provide support material to workshops</p> <p>maintain regular parental contact through a two-way diary or other reading record as agreed by staff</p>	<p>class teachers and support staff contribute to this, as appropriate</p> <p>helpful instructions and comments written as required</p>	<p>parents have the opportunity to attend workshops at a time mutually suitable to the school and themselves</p> <p>parents encouraged to respond in two-way diaries</p>

# QUOTES

## Agenda for action

### 1. High Expectation for All Pupils

“Values and attitudes are communicated to children by what staff say and do and by the expectations set for their learning and behaviour.”

*A Curriculum Framework for children in their Pre School year SOEID 1997*

### 2. Good, Well-organised Teaching of Reading

“Language is greatly enhanced by a classroom that has an organisational system that supports children’s developing autonomy and the growth of their confidence and self-reliance. Autonomy also provides the teacher with the time and opportunity to observe literacy behaviours and to cater for individual differences”

*Page 81*

*The Teaching of Reading (number 3 on list)*

### 3. Careful Assessment of Pupils’ Progress and Reading Standards

“Teaching that enables children to reach their potential requires good assessment processes. Assessment of a learner’s present knowledge is a sound basis for the next teaching plans. The development, implementation and evaluation of effective assessment in the classroom is the responsibility of the adults who work with and for children and education, including teachers, researchers and policy makers. In terms of assessing early literacy development it is therefore a case of children’s rights and adults’ responsibilities”.

*Page 12*

*Recognising Early Literacy Development (number 4 on list)*

**4. Effective Support for Pupils Where They Have Particular Need in Reading**

“It has been shown that the quickest and most effective help for children experiencing difficulty is to provide early individual tuition”

*The Early Intervention Handbook – Greg McMillan, Maria Leslie*

**5. A Consistent and Effective Whole-School Approach, Led and Supported by Management**

“To ensure a whole-school approach it is advisable that all members of staff attend development sessions and are provided with details of the recommendation for classroom practice.”

*The Early Intervention Handbook – Greg McMillan, Maria Leslie*

**6. Effective Involvement of Parents in Supporting Children’s Progress in Reading**

“Though in some important respects the interests of teachers and parents are different, collaboration which arises out of the interests of the child is the basis on which partnerships can be built. Teachers can become better teachers in this way, because collaboration with parents can inform them in great detail about (and with great insight into) the child, of whom the parent has expert knowledge. This information helps teachers to reflect and even to reform their practice.”

## RESOURCES

1. Phonological Skills & Learning to Read (1990) Usha Goswami & Peter Bryant, Published by Psychology Press ISBN 0-86377-151-3
2. The Teaching of Reading: What Teachers Need to Know (1996) by Colin Hairman, Published by UK Reading Assoc ISBN: 189 7638116
3. The Teaching of Reading: The Development of Literacy in the Early Years of School (1996), Published by Paul Chapman Publishing Ltd. ISBN : 1 85396 3076
4. Recognising Early Literacy Development – Assessing Children’s Achievements (1997) by Cathy Nulbronn, Published by Paul Chapman Publishing Ltd ISBN: 185 396 3666
5. Reading Recovery (1993) by Marie M. Clay, Published by Heinemann ISBN: 0-435-08764-9
6. An Observation Survey of Early Literacy Achievement (1993) by Marie M. Clay, Published by Heinemann ISBN: 0-435-08763-0
7. Learning in Tandem: Involving Parents in the Children’s Education (1996) by Ruth Mертtens, Alan Newland & Susie Webb, Published by Scholastic ISBN: 0-590-58428-9
8. The Meaning Makers : Children Learning Language & Using Language to Learn (1986) by Gordon Wells, Published by Hodder & Stoughton ISBN : 0-340-40798-0
9. Language & Literacy in the Early Years (1997) by Marian R Whitehead, Published by Paul Chapman Publishing Ltd ISBN: 1-85396-341-0

10. Young Literacy Learners (1994) by Margaret M Clark, Published by Scholastic ISBN: 0-590-53310
11. The Early Intervention Handbook (1998) by Greg MacMillan and Moira Leslie, Published by City of Edinburgh Council ISBN: 1-902299-00-0
12. Working with Children's Language (1985) By Jackie Cooke & Diana Williams, Published by Winslow Press ISBN: 0-86388-025-8
13. The Heart of the Matter. S.C.C.C. (1985), ISBN 1859550886

This policy will be reviewed and subsumed within the authority's Literacy Strategy in 2007/08