



Welcome to our
Family Learning Event
focusing on
Literacy

Sir Harry Burns, The former Chair of Scotland's Literacy Commission

“We recognise without question that a strong, successful country requires strong and secure literacy skills. Literacy support, indeed unlocks, learning in all other areas, is crucial for developing employability skills and is a prerequisite for full, informed and responsible participation in social, economic, cultural and political life. Without literacy skills, health and wellbeing can be seriously impaired, or even negated.”

Raising Attainment Strategy:

1. Improving Health and Wellbeing for **all** children and young people, ensuring that learning promotes confidence, independent thinking and positive attitudes and dispositions. This includes ensuring the highest possible attendance and engagement levels for all children and young people.
2. Ensuring excellent educational experiences through the highest quality of learning, teaching and assessment through a curriculum which develops capacities in **all** children and young people that reflect and recognise the lifelong nature of education and learning.

Raising Attainment Strategy:

1. Improving **Health and Wellbeing** for **all** children and young people, ensuring that learning promotes confidence, independent thinking and positive attitudes and dispositions. This includes ensuring the highest possible attendance and **engagement** levels for all children and young people.
2. Ensuring **excellent educational experiences** through the highest quality of learning, teaching and assessment through a curriculum which develops capacities in **all** children and young people that reflect and recognise the **lifelong nature** of education and learning.

Why do we aim for a reading age of 11 by the end of S1?

The effect of reading ability continues throughout life. Compared to their counterparts with 'functional literacy' levels (a reading age of 11 or above), individuals with low reading ability are:

Less likely to gain employment, particularly skilled roles

More likely to exhibit behavioural problems and delinquency

Less likely to earn an above average salary

More likely to offend, be incarcerated and develop a habit of lifelong offending

Less likely to achieve qualifications or receive work based training or promotion

More likely to have low levels of psychological wellbeing and life satisfaction

Less likely to use preventative health services, remain healthy or manage treatment and medications well

lkm^{CO}

LEXONIK

The relationship between reading age, education and life outcomes

Ellie Mulcahy, Eleanor Bernardes and Dr Sam Baars

LKMco – The education and youth "think and-action" tank



WINCHBURGH ACADEMY

WHOLE SCHOOL LITERACY

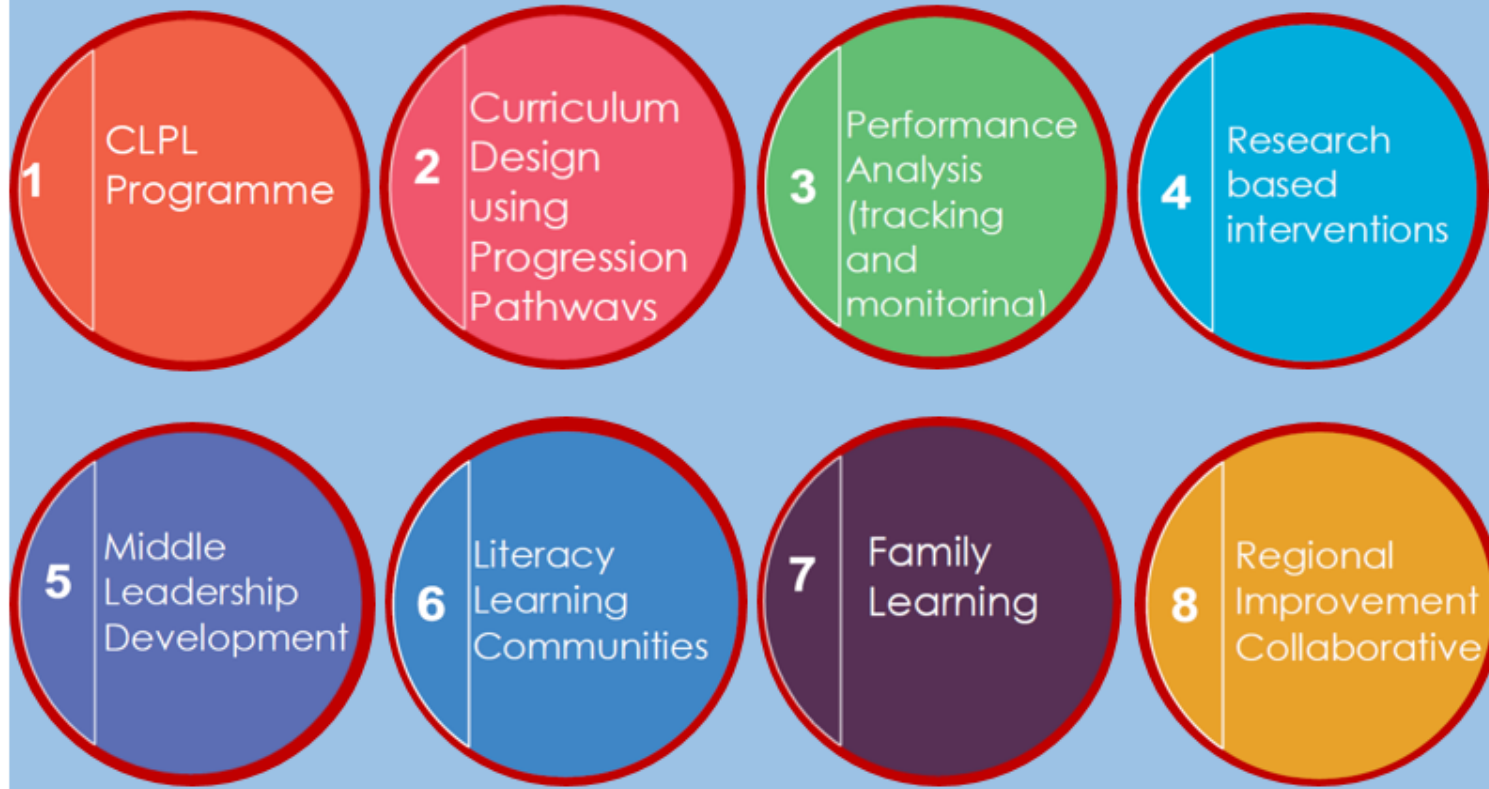
STRATEGY



“LITERACY IS THE KEY TO LIFTING CHILDREN OUT OF POVERTY.”

- SIR HARRY BURNS (CHIEF MEDICAL OFFICER FOR SCOTLAND 2005-2014)

RATIONALE: THIS STRATEGY HAS BEEN CREATED TO ENSURE OUR LEARNERS HAVE THE NECESSARY LITERACY SKILLS, PROMOTED ACROSS OUR CURRICULUM, TO ENGAGE FULLY IN LEARNING AND SOCIETY.



FROM WEST LOTHIAN LITERACY IMPROVEMENT PLAN

TOOLS FOR SUCCESS

PRIORITIES

Influenced by the [National Priorities](#) our academy aims to:

- ✓ Address the literacy attainment gap through early intervention and targeted support
- ✓ Promote the development of listening & talking skills
- ✓ Provide opportunities for family learning
- ✓ Encourage and support family engagement through use of Teams and events
- ✓ Develop pupil literacy skills, including digital literacy, for life beyond school and the world of work

We want our learners to develop skills in each of the [key literacy areas](#) of Listening, Talking, Reading and Writing. We aim to develop these areas through:

- ✓ Enjoyment and choice
- ✓ Tools for listening, talking, reading and writing development
- ✓ Finding, organising and using information
- ✓ Understanding, analysing and evaluating
- ✓ Creating texts

KEY SKILLS

We use a number of packages and tools to support our learners, including:

- ✓ Reading Wise
- ✓ Word shark
- ✓ Ace spelling dictionaries
- ✓ Coloured overlays
- ✓ Electronic Spellcheckers
- ✓ Immersive Reader
- ✓ Inclusive Pedagogy

During *English Power Up* time learners will receive guided and targeted support from Mrs Borthwick, Mrs Oliver, and Ms Johnston, and progress from this will be shared with staff.



INTERVENTIONS

AND

SUPPORT

In our academy we want to ensure our learners:

- ✓ Have a reading age of 11 by the end of S1 to ensure they can access the full curriculum
- ✓ Have an understanding of text types and the differences between them (fiction, non-fiction, novel, newspaper article, poem, etc.)
- ✓ Can articulate their literacy skills and apply these independently
- ✓ Understand their literacy needs and are able to access and use tools for support (for example, *overlays* for dyslexic readers)
- ✓ Can confidently express their thoughts and ideas
- ✓ Can actively listen and recall information
- ✓ Can make use of digital tools in developing and supporting their literacy skills (for example, *Immersive Reader*)
- ✓ Are familiar with the *WL Literacy Pathways* and can articulate their progress, skills, and next steps

Our academy staff:

- ✓ Promote reading across our academy, and share our aim to achieve recognition as a *Reading School*
- ✓ Use consistent strategies to support learners in developing literacy skills, including Think Aloud techniques
- ✓ Provide learners with a wide range of stimulating opportunities to develop literacy skills across the [four contexts for learning](#)
- ✓ Promote and provide opportunities for collaborative learning
- ✓ Make use of the [WL Literacy Pathways](#) for planning, review and moderation of skills

S2 Literacy Development

- Continue to develop individual literacy skills with targeted use of WL Progression Pathways.
- Provide targeted interventions, challenge and enrichment for learners of varying needs and experience.
- Exposure to a range of text types and writing challenges.
- Continue to monitor reading development through formative and summative assessments.
- Build on existing skills and provide opportunities for challenge and choice.
- Continue to use inclusive approaches to learning and teaching.

Your requests for today:

- How to support a child with support needs.
- Curriculum for Excellence.
- How to encourage reading.
- How to develop literacy at home.
- How we plan to develop literacy skills in S1 & S2.

Workshops:

- If your learner is in **1.1** please go with them to room 1.08 for our **Reading Workshop**.
- If your learner is in **1.2** please go with them to room 1.10 for our **Writing Workshop**.
- If your learner is in **1.3** please go with them to room 1.12 for our **Listening & Talking Workshop**.
- Each workshop lasts **20 minutes** and we will indicate when you should move onto your next workshop. You will get a chance to attend all three workshops today!