

# Northern Alliance

## Raising Attainment in Literacy, Language and Communication

Interim Report: December 2016



**Aberdeenshire**  
COUNCIL



## Northern Alliance

### Raising Attainment in Literacy, Language and Communication Interim Report: December 2016

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## Raising Attainment in Literacy, Language and Communication Interim Report: December 2016

This report summarises the interim progress made in the Northern Alliance Raising Attainment in Literacy, Language and Communication project between June – December 2016.

### Interim Report Summary – Key Points:

- The data from the surveys completed by practitioners in September 2016 following the initial project launch, and October/November 2016 following the networks within local authorities suggests that practitioners have confidence in the approach – taking a developmental approach to emerging literacy – due to:
  - ❖ the support provided during the initial launch by a cross-sector team of practitioners introducing methodology, assessments and support materials
  - ❖ the on-going support available during the 2016/2017 session
  - ❖ the cross-sector partnerships which have been established
  - ❖ the on-going reflection and dialogue within local authority networks.
- From the data collection of a sample of Primary 1 pupils across the Northern Alliance, (683 entries in Phonological Awareness and 523 entries in Pre Handwriting) it would be reasonable to summarise:
  - ❖ By the end of September Primary 1 children, regardless of their local authority, their school, their pre-school education or background factors external to school, have developmental gaps in their pre-reading and pre-writing skills.
  - ❖ By the end of September, the particular pattern of gaps is different for each individual child; however, there are some areas of pre-reading and pre-writing in which gaps are more and less prominent.
  - ❖ By the end of September only 15.4% of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending which are crucial prerequisite skills required for reading and spelling words using phonics.
  - ❖ By the end of September almost one in six children in Primary 1 (16.44%) did not have a secure tripod grasp which is required to manipulate writing implements.

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## Raising Attainment in Literacy, Language and Communication

### Interim Report: December 2016

#### Interim Report Summary – Future Recommendations:

1. The Northern Alliance project is relatively early within the process of influencing practice change and raising attainment. To ensure that practitioners are supported through a full school year, it is recommended that the project continues until July 2017, following the planned support model which is laid out in this report.
2. The Primary 1 data has identified that children have gaps within their pre-reading and pre-writing skills on entry to Primary 1. The information available to practitioners through taking a developmental approach to emerging literacy in Primary 1 has allowed for practitioners to assess, plan for and plug the gaps in their learners' pre-reading and pre-writing development. Without the training and on-going support this information may not have been available to practitioners. It is recommended that the local authorities within the Northern Alliance investigate how this information can be cascaded across the Northern Alliance, beginning in the 2017/2018 session.
3. Early partnerships between education, allied health professionals and educational psychologists have been formed. It is recommended that these partnerships are extended within and across local authorities within the Northern Alliance.
4. Whilst the project has been targeted at Primary 1 practitioners it is recommended when planning a strategy around taking a developmental approach to emerging literacy, such a strategy should encompass both Early Learning and Childcare and school years settings to ensure that there is maximum benefit for learners across the Early Level and beyond.

**James Cook –**

**Project Co-ordinator: Raising Attainment in Literacy, Language and Communication, Northern Alliance**  
**December 2016**

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## Raising Attainment in Literacy, Language and Communication

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#### Background and Rationale of the Project

Following a funding bid which was submitted to the Scottish Attainment Challenge's Innovation Fund in February 2016, and subsequently approved, Local Authority directors across the Northern Alliance (Aberdeen City, Aberdeenshire, Eilean Siar (Western Isles), Highland, Moray, Orkney and Shetland) met in April 2016 to discuss the implementation of the project. A steering group met in June and August 2016 to agree on an action and implementation plan for the 2016/2017 session. It was agreed that Highland Council's approach to Emerging Literacy would be cascaded across the Northern Alliance partnership.

Both due to normal differences in development and to different experiences, children differ widely in their emerging literacy skills at P1 entry. To promote attainment in the long term, teaching and learning needs to take account of this variation.

Across the seven Local Authorities within the Northern Alliance, the project aims to develop an approach within Early Level environments which supports learners through taking a developmental approach to literacy. Emerging Literacy, an approach originally developed in Highland Council, supports cross-sector working, providing education practitioners with the development knowledge of Allied Health Professionals and Educational Psychologists, delivered in a classroom context. The rationale behind Emerging Literacy aims to ensure that the appropriate foundation pre-reading and pre-writing skills are planned for within Early Literacy programmes, ensuring solid foundations are developed as a fundamental component of Early Literacy programmes. Highland Council has developed support through training and resources which is currently being further developed and rolled out across the Local Authority ([www.highlandliteracy.com/emerging-literacy](http://www.highlandliteracy.com/emerging-literacy)).

Each of the authorities (Aberdeen City, Aberdeenshire, Eilean Siar, Moray, Orkney and Shetland) have nominated three/ four schools to pilot Highland's Emerging Literacy methodologies and resources. Highland Council are continuing to develop their approach, embedding across the Local Authority through the Authority's improvement plan. For the purpose of the project, six schools within Highland are part of the data collection.

Classroom practitioners, senior managers, education support staff and Allied Health Professionals (AHPs) – Speech and Language Therapy and Occupational Therapy – are being supported in the introduction to, the implementation of and the on-going monitoring of taking a developmental approach to Emerging Literacy within their settings. Practitioners within each Local Authority are using the support materials in Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting within their context to shape their Early Literacy programmes. They have access to support from the Project Coordinator and a Key Link within their own Local Authority. These practitioners, following evaluation of the project, will support the scaling up of the project across Local Authorities.

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#### Measuring Impact

The following pre/post measurements are being used:

- Developmental Continua ([www.highlandliteracy.com/emerging-literacy](http://www.highlandliteracy.com/emerging-literacy)) screens and trackers:

Data to be collected and submitted to track and monitor learner progress by:

- ❖ Friday 30<sup>th</sup> September 2016
- ❖ Friday 27<sup>th</sup> January 2017
- ❖ Friday 26<sup>th</sup> May 2017.

This interim progress report (December 2016) will be followed by a subsequent mid-way report in March 2017 and an evaluation report in July 2017 to detail the outcomes of the project.

#### Implementation of the Project

Each Local Authority has a nominated Key Link, co-ordinated by James Cook (Highland Council).

- ❖ Aberdeen City Council – Lydia Tait
- ❖ Aberdeenshire Council – Gaye Stevenson
- ❖ Eilean Siar (The Western Isles Council) – Mary Clare Ferguson
- ❖ Highland Council – James Cook
- ❖ Moray Council – Corrina Campbell
- ❖ Orkney Islands Council – James Wylie
- ❖ Shetland Islands Council – Samantha Flaws

Each Local Authority has nominated three/ four schools to be supported in the programme during the 2016/2017 session. These schools will be supported in the implementation of taking a developmental approach to Emerging Literacy. It is the aim that the practitioners in these schools will support their Local Authority through cascading their learning journey during the 2017/2018 session. Education Scotland are providing support through their Attainment Advisors.

The schools involved in the project are as follows:

<b>Aberdeen City</b>	Greenbrae	Kaimhill	Quarryhill	Woodside
<b>Aberdeenshire</b>	Fraserburgh South Park	Lairhillock	Methlick	Mill O' Forest
<b>Eilean Siar (The Western Isles)</b>	Laxdale	Sgoil Bhaile a'Mhanaich	Sir E Scott	
<b>Highland</b>	Auldearn	Marybank	Park	Smithton
<b>Moray</b>	Hythiehill	Keith	Kinloss	Millbank
<b>Orkney</b>	Glaitness	Orphir	Papdale	
<b>Shetland</b>	Hamnavoe	Tingwall	Whalsay	



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## Support Programme (2016/ 2017)

For the practitioners involved across the Northern Alliance the following support programme is in place during the 2016/2017 session:

- 1) Initial input
- 2) Data collection and analysis
- 3) On-going support
- 4) Bespoke input

### 1. Initial input:

On Tuesday 6<sup>th</sup> September 2016 the practitioners involved in the project had their initial training input at a cross-authority launch event in Aberdeen. This was attended by school practitioners, Education Scotland Attainment Advisors and Allied Health Professionals. This was delivered by a team within Highland Council including education, speech and language, occupational therapy and early years educational psychology. The event was filmed by Education Scotland and will be published on the National Improvement Hub to support the sharing of practice.

#### Of the 81 attendees, the breakdown was as follows:

- 53 Primary 1 Teachers and Senior Managers within the Alliance
- 13 Allied Health Professionals (Speech and Language and Occupational Therapy)
- 7 Key Network Contacts within the Local Authority
- 4 Education Scotland Attainment Advisors (Aberdeen City, Eilean Siar, Orkney and Shetland)
- 2 Quality Improvement Officers (Aberdeen City)
- 1 Early Years Educational Psychologist (Highland)
- 1 Director of Education and Children's Services (Aberdeen City).

Following the launch a survey was sent to all practitioners. The summary from this survey can be found in **Appendix 1** of this document.

From the survey data it would be reasonable to summarise that following the initial launch, all practitioners had a moderate to high confidence in using the methodology, assessment tools and support materials to develop concepts of print, oral language, phonological awareness and pre-handwriting skills within their environments. Confidence was higher for phonological awareness and pre-handwriting than it was for oral language and concepts of print. Phonological awareness and pre-handwriting featured during the majority of the launch event. Following the analysis of data, consolidating confidence with phonological awareness and pre-handwriting and further support in oral language and concepts of print were identified as priorities for the local networks.

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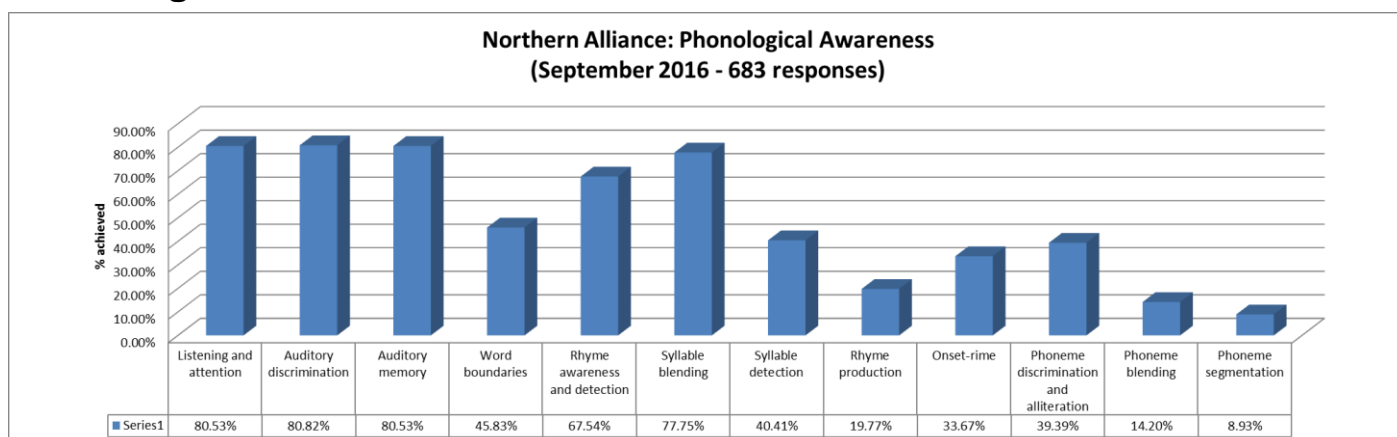
## Raising Attainment in Literacy, Language and Communication

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## 2. Data collection and analysis:

Following the initial launch in September 2016 the first data submission was collected on Friday 30<sup>th</sup> September. Primary 1 practitioners from each of the schools used the Phonological Awareness Assessment and Continuum and the Pre-Handwriting Continuum to identify a baseline of their children's pre-reading and pre-writing skills. There were 683 entries of Phonological Awareness in English and 16 in Gaelic. Due to the sample size no statistical conclusions can be published for Gaelic Phonological Awareness. There were 523 entries for Pre-Handwriting.

### Phonological Awareness



**Figure 1 – Phonological Awareness Collation**

The collated phonological awareness data (**Figure 1**) has indicated that:

- ❖ By the end of September less than half of those Primary 1 children assessed had secure Word Boundaries (45.83%) and Syllable Detection (40.41%).
- ❖ By the end of September almost one in three children in Primary 1 (32.46%) did not have secure rhyme awareness and detection and over four in five children (80.23%) did not have secure rhyme production.
- ❖ In the assessment, with a score of a possible twelve, four in five children in Primary 1 (80.38%) scored less than nine.
- ❖ By the end of September only 15.4% of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending which are crucial prerequisite skills required for reading and spelling words using phonics.

*It would not be expected, nor developmentally appropriate, for all children to be at the end of the phonological awareness continuum by the end of September in Primary 1. The data has supported practitioners in identifying, planning for and plugging the gaps in phonological awareness.*

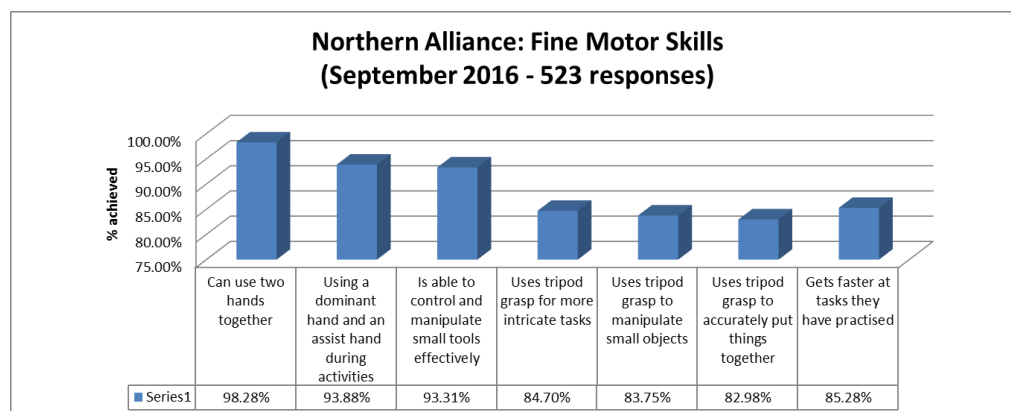


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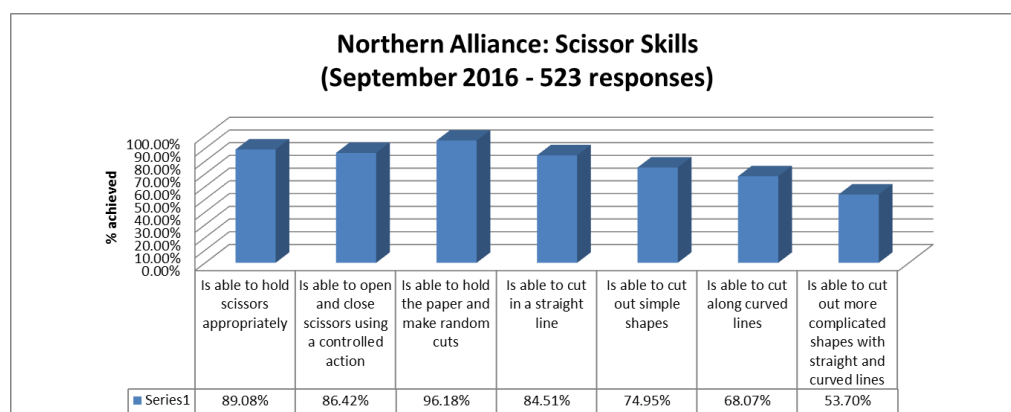
## Raising Attainment in Literacy, Language and Communication

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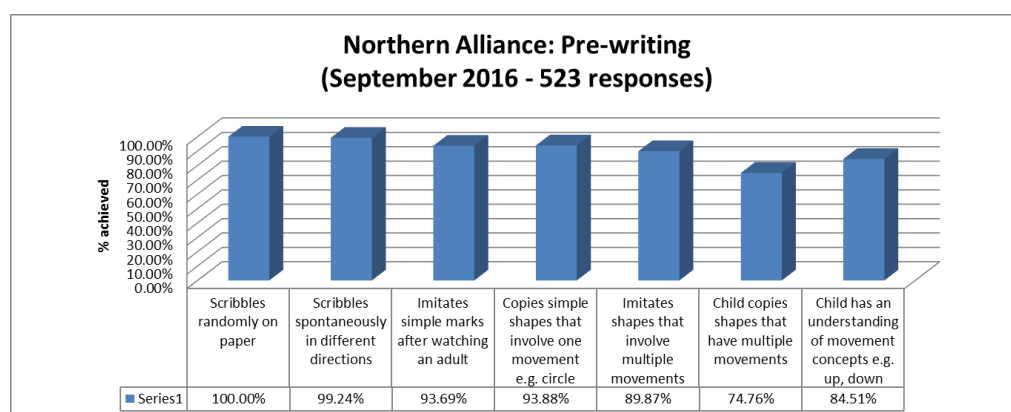
## Pre-Handwriting



**Figure 2 – Fine Motor Skills Collation**



**Figure 3 – Scissor Skills Collation**



**Figure 4 – Pre-writing Skills Collation**

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The collation of pre-handwriting data (**Figure 2, Figure 3 and Figure 4**) has indicated that:

- ❖ By the end of September almost one in four children in Primary 1 (23.14%) scored five or less out of a possible seven in fine motor skills.
- ❖ By the end of September over one in three children in Primary 1 (37.48%) did not have secure scissor skills, scoring five or less out of a possible seven.
- ❖ By the end of September over one in six children in Primary 1 (17.21%) scored five or less out of a possible seven in pre-writing skills.
- ❖ By the end of September almost one in six children in Primary 1 (16.44%) did not have a secure tripod grasp which is required to manipulate writing implements.
- ❖ By the end of September over one in ten children in Primary 1 (10.9%) did not demonstrate secure pre-writing skills which included *copying shapes which involved one movement, e.g. a circle*, and *copying shapes which involved multiple movements, e.g. an 'x'*, – these skills being pre-requisite to the formation of letters.

*It would not be expected, nor developmentally appropriate, for all children to be at the end of the pre-handwriting continuum by the end of September in Primary 1. The data has supported practitioners in identifying, planning and plugging the gaps in pre-handwriting.*

### Comparison between Phonological Awareness and Pre-Handwriting

There is no statistical correlation between phonological awareness and pre-handwriting data. By the end of September some of the learners who had gaps in phonological awareness had relatively few or no gaps in their pre-handwriting, and vice versa, some of the learners who had gaps in their pre-handwriting had relatively few or no gaps in phonological awareness. Some children had relatively low or no gaps in both phonological awareness and pre-handwriting. Others had some or a high number of gaps in both phonological awareness and pre-handwriting.

It should be noted that some of these individual differences can arise from natural variation in development as well as from environmental factors. Children vary in the rate at which they develop, and this can be different across domains. Thus gaps are not exclusively to be expected for children in relatively deprived areas nor assumed to be absent for those children in less deprived areas. For all children, the appropriate intervention is to become aware of, and cater for their foundational skills, both by providing environments that support the natural pace of development, and by adapting explicit literacy instruction to the presenting skill level.

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### 3. On-going support:

It was identified during the planning process (June 2016 – August 2016) that a year-long support programme would need to be in place in order for practitioners to be supported in the change process. The project planning highlighted that school practitioners would need to have a full year of support to ensure that a cohort of Primary 1 pupils could be tracked over an academic session. The planning process highlighted that in order to move beyond an initial project model an academic session would allow key links within the Northern Alliance to build and strengthen relationships, scrutinise data, and shape collaborative enquiry within and between local authorities.

The planned on-going support programme for practitioners during 2016/2017 includes:

- communication with the Key Link within their local authority
- communication with the Project Co-ordinator of the project
- local authority network sessions at identified points within the year.

Highland Council, as part of their Authority-wide roll-out, has created seven local practitioner networks within the Authority. The aim of these networks is to support practitioners in taking a developmental approach to emerging literacy across the academic session. It was identified at the planning stage that a similar model would be appropriate for the support of practitioners across the Northern Alliance.

Five networks have been identified across the Northern Alliance:

- Aberdeen City/ Aberdeenshire
- Eilean Siar (The Western Isles)
- Moray
- Orkney
- Shetland.

The Highland schools have access to continual support through one of the seven local Highland networks.

The first cycle of networks across the Northern Alliance took place in October and November.

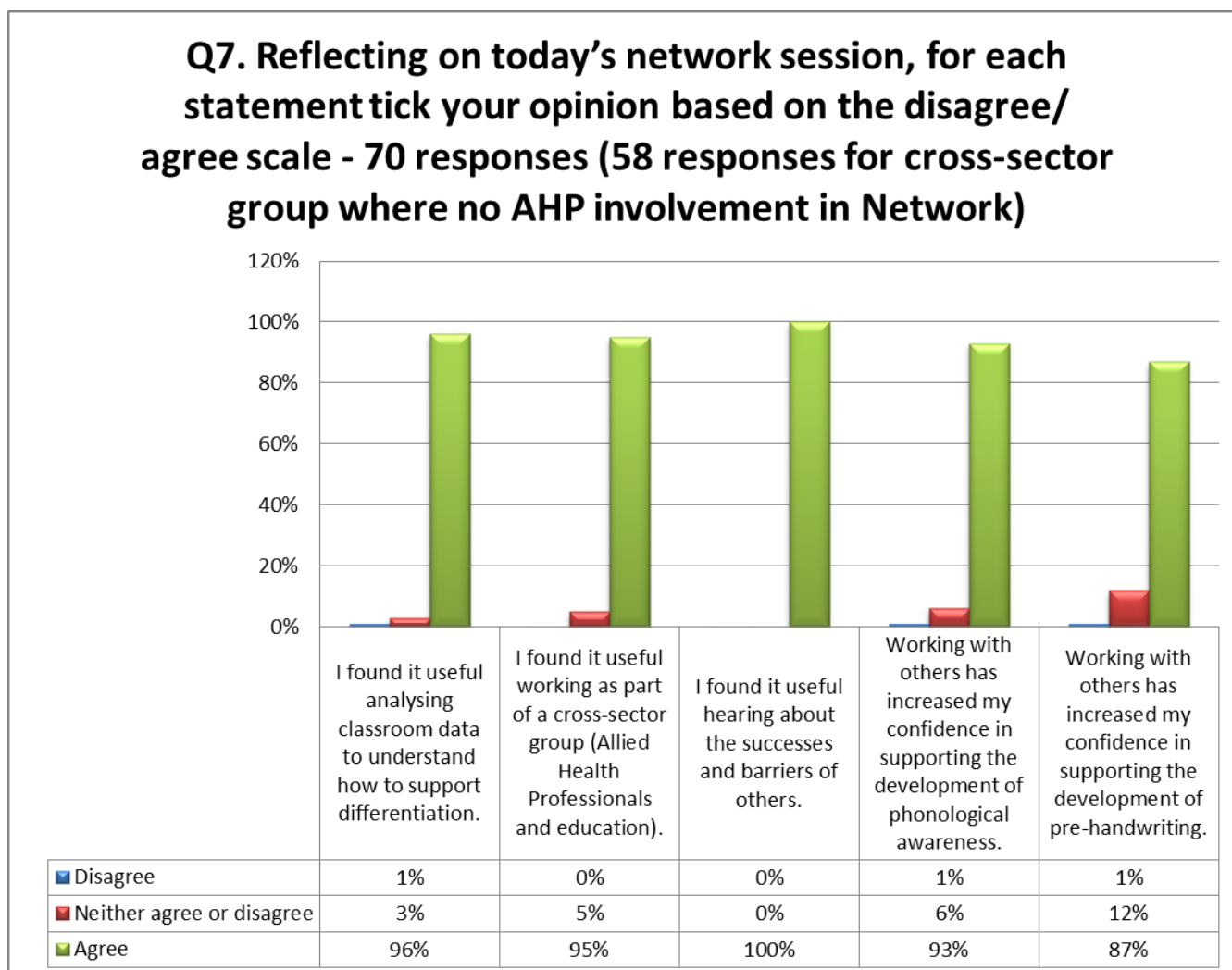
Local Authority	Date	Time
Aberdeen City	Wednesday 26/10/2016	4pm – 6.30pm
Aberdeenshire	Wednesday 26/10/2016	4pm – 6.30pm
Eilean Siar (The Western Isles)	Thursday 03/11/2016	10.30am – 1pm
Highland	Access via Highland ASG and Area Networks	
Moray	Monday 24/10/2016	4pm – 6pm
Orkney	Wednesday 02/11/2016	9am – 12pm
Shetland	Monday 31/10/2016	10.30am – 1.30pm

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As part of the networks across the Northern Alliance the project co-ordinator worked alongside Education Scotland to derive the best ways of identifying and measuring the change in practice amongst practitioners. Whilst some of the aspects could be observed within the network, other aspects required explicit questioning and dialogue.



**Figure 5 – Northern Alliance Network Data: Network Reflection**

Within the five local authority networks, practitioners identified aspects of the network which were beneficial to their practice.

All of the practitioners (100%) found it useful to hear about the successes and barriers of others. This was a key part of the network which allowed practitioners to reflect on their current successes and barriers and work collaboratively to identify their next steps. At one of the Highland networks a practitioner said *'Initially time constraints meant that I could not get all of my data completed. Seeing how the data has informed what and how others in the room are teaching, I have been spurred on to complete my assessments as soon as possible to support all my kids.'*

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It is evident that the networks have allowed time for reflection. An aim of the project is to strengthen the working partnerships between education and allied health. In three of the five Northern Alliance networks there was representation from Speech and Language Therapy. Almost all of the practitioners (95%) found it beneficial to work as part of a cross-sector group. This is something which should continue to be expanded within the partnership.

The first networks which were delivered in October and November aimed to support practitioners in analysing the data which they were presented with from their Phonological Awareness and Pre-Handwriting assessments and observations. The networks were structured to allow practitioners to make links with their own data to support the process of individualisation for each school. Almost all of the practitioners (96%) found the analysis of classroom data an effective process.

The final aim of the October and November local authority networks was to increase the practitioner confidence in supporting the development of phonological awareness and pre-handwriting.

93% of practitioners identified that working collaboratively in the network increased their confidence in supporting phonological awareness. This equated to 100% of classroom practitioners. The 7% who indicated that they 'disagreed' or 'neither agreed or disagreed' with the statement were Allied Health Professionals who hold the specialist knowledge in supporting phonological awareness development; their network role here being support and guidance.

87% of practitioners identified that working collaboratively in the network increased their confidence in supporting pre-handwriting. This equated to 100% of classroom practitioners. The 13% who indicated that they 'disagreed' or 'neither agreed or disagreed' with the statement were Allied Health Professionals for which pre-handwriting is not an aspect which they develop within their role.

Following the mid-year data submission in January 2017, the second cycle of networks will take place across the Northern Alliance in January and February 2017. These networks will aim to build further collaborative reflection opportunities and increase practitioner confidence in supporting oral language and concepts of print.

Local Authority	Date	Time
Aberdeen City	Tuesday 31/01/2017	4pm – 6.30pm
Aberdeenshire	Tuesday 31/01/2017	4pm – 6.30pm
Eilean Siar (The Western Isles)	Friday 27/01/2017	10.30am – 1pm
Highland	Access via Highland ASG and Area Networks	
Moray	Monday 30/01/2017	4pm – 6pm
Orkney	Thursday 02/02/2017	9am – 12pm
Shetland	Friday 03/02/2017	10.30am – 1.30pm



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#### 4. Bespoke input:

As part of the project funding, in addition to the strategic roll-out within the identified pilot schools the project co-ordinator is working alongside each of the local authorities to support a wider cascade based on the priorities of each authority.

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##### Aberdeen City Council

The project co-ordinator has worked with staff within Aberdeen City Council to:

- deliver training to 85 practitioners across 36 schools in taking a developmental approach to reading through the introduction to the rationale behind taking a developmental approach, the Phonological Awareness Assessment and support tools. There was also representation from Speech and Language Therapy, Educational Psychology and the Quality Improvement Team
  - seek opportunities where staff within Early Learning and Childcare settings can access practical training to support taking a developmental approach to emerging literacy within the Early Years – training planned to begin January 2017.
- 

##### Aberdeenshire Council

The project co-ordinator has worked with staff within Aberdeenshire Council to:

- deliver training to 41 practitioners across a further 14 schools in taking a developmental approach to emerging literacy through a whole day training on the rationale, the assessment tools and the support materials. This also included practitioners from the Early Years Team, the Quality Improvement Team and Speech and Language Therapy. The Key Link from Aberdeenshire is using the materials from the local authority networks to cascade to the additional schools
  - deliver training to 21 Early Years Principal Teachers and members of the Early Years Quality Improvement Team across the Authority to support Early Learning and Childcare settings in taking a developmental approach to emerging literacy within the Early Years.
- 

##### Eilean Siar (The Western Isles)

The project co-ordinator has worked with staff within Eilean Siar (The Western Isles) to:

- seek opportunities where staff within Early Learning and Childcare settings can access practical training to support taking a developmental approach to emerging literacy within the Early Years – training planned to begin January 2017 to include Early Learning and Childcare settings and interested school practitioners.
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#### Highland Council

Emerging Literacy is a development which has been grown in Highland. The project co-ordinator continues to work predominantly within Highland to further develop their Authority-wide roll-out of Emerging Literacy. Emerging Literacy sits within the Authority's Care and Learning Improvement Plan. The project co-ordinator has worked alongside the Early Years Educational Psychologist, a Paediatric Occupational Therapist, the Speech and Language Therapist Development Officer and a Quality Improvement Officer to:

- support 112 practitioners across 50 schools in taking a developmental approach to emerging literacy through the development of seven local networks which meet regularly throughout the 2016/ 2017 session
- deliver training to 41 practitioners across 31 schools in taking a developmental approach to emerging literacy through a whole day training on the rationale, the assessment tools and the support materials
- deliver training to 79 probationers in taking a developmental approach to emerging literacy through a whole day training on the rationale, the assessment tools and the support materials
- create practical training for Early Learning and Childcare settings to support the development of Emerging Literacy through the Early Level
- deliver training to 18 Early Learning and Childcare staff across the Authority to support them in taking a developmental approach to emerging literacy within the Early Years – strategic roll-out to be determined during the 2016/2017 session as part of the Authority's Improvement Plan
- continue to publish materials to support the development of emerging literacy on [www.highlandliteracy.com/emerging-literacy](http://www.highlandliteracy.com/emerging-literacy) – resources are updated regularly on the Highland Literacy site and directed to staff within Highland and across the Northern Alliance.

Highland Council's Education, Children and Adult Services met on Wednesday 26<sup>th</sup> October 2016. An update on Emerging Literacy was presented to Council – see Item 5:

[https://highland.public-i.tv/core/portal/webcast\\_interactive/206390](https://highland.public-i.tv/core/portal/webcast_interactive/206390)

Following the Committee the following press-release was published:

[http://www.highland.gov.uk/news/article/9796/words\\_prove\\_important\\_in\\_emerging\\_literacy\\_report\\_to\\_council\\_members](http://www.highland.gov.uk/news/article/9796/words_prove_important_in_emerging_literacy_report_to_council_members)

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#### Moray Council

The project co-ordinator has worked with staff within Moray Council to:

- deliver training to 27 Early Learning and Childcare staff across the Authority to support them in taking a developmental approach to emerging literacy within the Early Years. Part one of the training took part in November 2016 and part two will take place in January 2017
  - seek opportunities to develop an Early Years Network – this is being set-up by the Early Years Quality Improvement Officer and will be supported by the project co-ordinator; the Early Years Network will begin in January 2017.
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#### Orkney Islands Council

The project co-ordinator has worked with staff within Orkney Islands Council to:

- seek opportunities where staff within Early Learning and Childcare settings can access practical training to support taking a developmental approach to emerging literacy within the Early Years – training arrangements are yet to be confirmed.
- 

#### Shetland Islands Council

The project co-ordinator has worked with staff within Shetland Islands Council to:

- deliver training to 57 Early Learning and Childcare, school and support staff across 24 centres and schools within the Authority to support them in taking a developmental approach to emerging literacy within the Early Level. Part one of the training took part in October 2016 and part two will take place in March 2017.
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#### Interim Report Summary – Future Recommendations:

1. The Northern Alliance project is relatively early within the process of influencing practice change and raising attainment. To ensure that practitioners are supported through a full school year, it is recommended that the project continues until July 2017, following the planned support model which is laid out in this report.
2. The Primary 1 data has identified that children have gaps within their pre-reading and pre-writing skills on entry to Primary 1. The information available to practitioners through taking a developmental approach to emerging literacy in Primary 1 has allowed for practitioners to assess, plan for and plug the gaps in their learners' pre-reading and pre-writing development. Without the training and on-going support this information may not have been available to practitioners. It is recommended that the local authorities within the Northern Alliance investigate how this information can be cascaded across the Northern Alliance, beginning in the 2017/2018 session.
3. Early partnerships between education, allied health professionals and educational psychologists have been formed. It is recommended that these partnerships are extended within and across local authorities within the Northern Alliance.
4. Whilst the project has been targeted at Primary 1 practitioners it is recommended when planning a strategy around taking a developmental approach to emerging literacy, such a strategy should encompass both Early Learning and Childcare and school years settings to ensure that there is maximum benefit for learners across the Early Level and beyond.

## Appendix 1: Initial launch Summary Survey (pg.1 of 7)

# Background to survey

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Following the initial launch of the 'Raising Attainment through Literacy, Language and Communication' project on the 6<sup>th</sup> of September 2016, participants were asked to complete one of two surveys:

### 1. School Practitioner Survey

The school survey was designed for school staff who attended the launch. The purpose of the school survey was to:

- Identify the confidence levels of practitioners in using each of the developmental continua
- Identify practitioners' priorities with regards to each of the developmental continua.

### 2. Partner Practitioner Survey

The partner survey was designed for Allied Health Professionals, Educational Psychologists, Local Authority Support Staff and Education Scotland Attainment Advisors. The purpose of the partner survey was to:

- Identify the confidence levels of partner practitioners in supporting each of the developmental continua.

# Survey Data

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### 1. School Survey

The school survey was completed by 34 practitioners across the seven local authorities in the Northern Alliance. The breakdown of responses is as follows:

Local Authority	Response Count
Aberdeen City	4
Aberdeenshire	4
Highland	5
Moray	8
Orkney	3
Shetland	6
Eilean Siar (The Western Isles)	4
	<b>34</b>

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## Appendix 1: Initial launch Summary Survey (pg.2 of 7)

### School Practitioner Confidence

School practitioners were asked to rate their confidence, 10 being 'very confident' and 1 being 'unconfident' in using the training and support materials to develop Phonological Awareness, Oral Language, Pre-Handwriting and Concepts of Print in their classrooms.

#### Phonological Awareness

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Phonological Awareness	0	0	0	0	0	2	3	8	10	11	34
	0%	0%	0%	0%	0%	5.9%	8.8%	23.5%	29.4%	32.4%	100%

- All participants rated their confidence as six or above
- 85.3% of participants rated their confidence as eight or above

*It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Phonological Awareness using the materials and support infrastructure provided. There are, however, 14.7% of practitioners who have moderate confidence (rating six or seven). This can be prioritised in individual local authority network sessions. Practitioners are encouraged to link with their local Speech and Language Therapy service.*

#### Oral Language

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Oral Language	0	0	0	0	1	2	4	10	10	7	34
	0%	0%	0%	0%	2.9%	5.9%	11.8%	29.4%	29.4%	20.6%	100%

- All participants rated their confidence as five or above
- 79.4% of participants rated their confidence as eight or above

*It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Oral Language using the materials and support infrastructure provided. There are, however, 20.6% of practitioners who have moderate confidence (rating five, six or seven). This can be prioritised in individual local authority network sessions. Resources will be added to the [Oral Language](#) section of the*

# Northern Alliance

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## Appendix 1: Initial launch Summary Survey (pg.3 of 7)

[Highland Literacy Blog](#) during the 2016/2017 session in the form of videos of P1 classrooms. The purpose of these videos will be to demonstrate how the [Words Up – Key Messages](#) can be developed within the Primary 1 environment. Practitioners are encouraged to link with their local Speech and Language Therapy service.

### Pre-Handwriting

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Pre Handwriting	0	0	0	0	0	2	2	11	8	11	34
	0%	0%	0%	0%	0%	5.9%	5.9%	32.4%	23.5%	32.4%	100%

- All participants rated their confidence as six or above
- 88.3% of participants rated their confidence as eight or above

*It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Pre Handwriting using the materials and support infrastructure provided. There are, however, 11.7% of practitioners who have moderate confidence (rating six or seven). This can be prioritised in individual local authority network sessions. Practitioners are encouraged to link with their local Occupational Therapy service.*

### Concepts of Print

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Concepts of Print	0	0	0	0	0	5	4	9	8	8	34
	0%	0%	0%	0%	0%	14.7%	11.8%	26.5%	23.5%	23.5%	100%

- All participants rated their confidence as six or above
- 73.5% of participants rated their confidence as eight or above

*It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Concepts of Print using the materials and support infrastructure provided. There are, however, 26.5% of practitioners who have moderate confidence (rating six or seven). This can be prioritised in individual local authority network sessions. Resources will be added to the [Highland Literacy Blog](#) during the 2016/2017 session to support the development of Working Memory. Practitioners are encouraged to link with their local Educational Psychology service.*



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## Appendix 1: Initial launch Summary Survey (pg.4 of 7)

### School Practitioner Priorities

Following the initial launch, school practitioners were asked to rate their priorities for their classroom from 1 – 4 against each of the developmental continua, e.g. *If looking at Concepts of Print first, mark with '1'.*

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	67.64%	17.65%	2.94%	11.76%
Oral Language	17.65%	26.47%	41.18%	14.71%
Pre Handwriting	14.71%	44.12%	26.47%	14.71%
Concepts of Print	0.00%	11.76%	29.41%	58.82%

*From the information provided by school practitioners it would be appropriate to suggest that Phonological Awareness is an immediate priority for school practitioners with 67.64% of practitioners indicating this as their first priority. The majority of school practitioners have indicated that Concepts of Print is their fourth priority with 58.82%. Local authority network sessions will be tailored to meet the response of individual authority confidence and priorities.*

### Aberdeen City (4 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	75%	25%	0%	0%
Oral Language	25%	50%	25%	0%
Pre Handwriting	0%	25%	25%	50%
Concepts of Print	0%	0%	50%	50%

### Aberdeenshire (4 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	100%	0%	0%	0%
Oral Language	0%	25%	75%	0%
Pre Handwriting	0%	75%	0%	25%
Concepts of Print	0%	0%	25%	75%

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## Appendix 1: Initial launch Summary Survey (pg.5 of 7)

### Highland (5 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	80%	20%	0%	0%
Oral Language	0%	40%	60%	0%
Pre Handwriting	20%	20%	40%	20%
Concepts of Print	0%	20%	0%	80%

### Moray (8 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	75%	12.5%	0%	12.5%
Oral Language	25%	12.5%	37.5%	25%
Pre Handwriting	0%	75%	25%	0%
Concepts of Print	0%	0%	37.5%	62.5%

### Orkney (3 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	66.67%	33.33%	0%	0%
Oral Language	0%	33.33%	33.33%	33.33%
Pre Handwriting	33.33%	33.33%	33.33%	0%
Concepts of Print	0%	0%	33.33%	66.67%

### Shetland (6 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	50%	33.33%	0%	16.67%
Oral Language	0	16.67%	50%	33.33%
Pre Handwriting	50%	33.33%	16.67%	0%
Concepts of Print	0	16.67%	33.33%	50%

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### Eilean Siar, The Western Isles (4 responses)

Developmental Continua	1 <sup>st</sup> Priority	2 <sup>nd</sup> Priority	3 <sup>rd</sup> Priority	4 <sup>th</sup> Priority
Phonological Awareness	25%	0%	25%	50%
Oral Language	75%	0%	25%	0%
Pre Handwriting	0%	50%	25%	25%
Concepts of Print	0%	50%	25%	25%

## 2. Partner Survey

The partner survey was completed by 7 practitioners across five of the seven local authorities in the Northern Alliance. The breakdown of responses is as follows:

Local Authority	Response Count
Aberdeen City	2
Aberdeenshire	1
Highland	0
Moray	2
Orkney	0
Shetland	1
Eilean Siar (The Western Isles)	1
	7

Whilst all local authorities were represented by a Key Education Link, not all local authorities had representation from Allied Health Professionals, Educational Psychology or Attainment Advisors from Education Scotland.

## Partner Practitioner Confidence

Partner practitioners were asked to rate their confidence, 10 being 'very confident' and 1 being 'unconfident' in using the training and support materials to support the development of Phonological Awareness, Oral Language, Pre-Handwriting and Concepts of Print in their local authorities.

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## Appendix 1: Initial launch Summary Survey (pg.7 of 7)

### Phonological Awareness

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Phonological Awareness	0	0	0	0	0	1	0	1	1	4	7
	0%	0%	0%	0%	0%	14.3%	0%	14.3%	14.3%	57.1%	100%

### Oral Language

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Oral Language	0	0	0	0	0	1	0	1	1	4	7
	0%	0%	0%	0%	0%	14.3%	0%	14.3%	14.3%	57.1%	100%

### Pre Handwriting

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Pre Handwriting	0	0	0	0	0	1	0	3	1	2	7
	0%	0%	0%	0%	0%	14.3%	0%	42.9%	14.3%	28.6%	100%

### Concepts of Print

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Concepts of Print	0	0	0	0	0	1	0	3	1	2	7
	0%	0%	0%	0%	0%	14.3%	0%	42.9%	14.3%	28.6%	100%

*Across the developmental continua the majority of partner practitioners have identified that they're confident in supporting the development of emerging literacy using the training and support materials. 85.7% of partner practitioners rated their confidence for each of the developmental continua as eight or above. The creation of the developmental continua and support materials were co-ordinated, in the main, by an Early Years Educational Psychologist, Occupational Therapist and Speech and Language Therapist from Highland Council. The majority of partner practitioners who attended the launch were Allied Health Professionals from local authorities.*