CLICK HERE: access the Emerging Literacy Yammer site: including resources from the Emerging Literacy networks

Emerging Literacy Local Networks

The second round of Emerging Literacy Networks took place in October and November. The year group networks explored:

- **Year 1 –** Words Up (Primary) key messages, Pre-Teaching Vocabulary and Verbal Reasoning and Abstract Thinking
- **Year 2 and Year 3** – Pencil Control development and 'What makes an Early Level writer?'.

The slides and materials shared at the networks can be found in the **document store on the Yammer site**. The links to the resources on the Highland Literacy Blog can also be found below:

Year 1 – those new to the Emerging Literacy networks in 2018/2019		
Words Up Key Messages	**Pre-Teaching Vocabulary**	**Blanks Language**
https://highlandliteracy.com/words-up-key-messages/ You can access the Words Up posters on this link (including the Words Up Early posters in Gaelic).	https://highlandliteracy.com/oral-language-toolkit/pre-teaching-vocabulary/ Pre-Teaching Vocabulary is a whole-school approach to vocabulary instruction. The link includes a whole-school training resource (with facilitator's notes), a link to Pip St John's materials and our PTV guidance guidance (also attached).	https://highlandliteracy.com/oral-language-toolkit/verbal-reasoning-and-abstract-thinking/ The Blanks Language scheme can be used to support developmentally appropriate interactions and questioning. The link takes you to a whole-school training PowerPoint for staff (with facilitator's notes), our Verbal Reasoning and Abstract Thinking guidance (also attached) and links to resources (such as the Blanks Question Fans).

| Year 2/ Year 3 – those in their second/ third year of the Emerging Literacy networks in 2018/2019 |
|---|
| **Pencil Control Skills** |
| https://highlandliteracy.com/emerging-literacy-pencil-control-skills/

Pencil control concepts are the different aspects which underpin the way in which you hold and manoeuvre the pencil on the page in a purposeful manner. Teachers in early primary can assess children's pencil control skills using the pencil control screen and plan for pencil control development using the ideas from this Pencil Control Concepts Toolkit. |

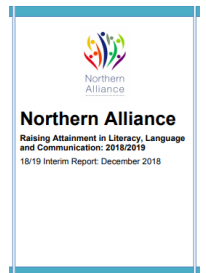### Network 3 – Emerging Literacy Buddy Networks

The next Emerging Literacy Network will be taking place on Monday 14th January 2019, 4pm – 6pm. The January 2019 networks are organised into Buddy Network Groups where schools are meeting in one of 86 different locations across the Northern Alliance (in person and using technology).
CLICK HERE – Buddy Network Information
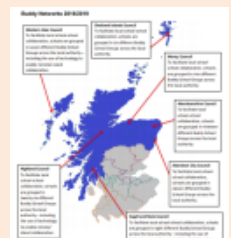
Emerging Literacy: 18/19 Interim Report (December 2018)

On Friday 14th December 2018, the Northern Alliance Raising Attainment in Literacy, Language and Communication: 18/19 Interim Report was published. The report summarises the progress made in taking a developmental approach to Emerging Literacy. The summary (pgs. 2 – 3) details the key points and recommendations moving forward for the remainder of the academic session.

18/19 Interim Report Summary – Key Points:

From the evaluations of teachers (N=425), schools senior managers (N=126) and educational psychologists/ allied health professionals (N=23) during the Emerging Literacy Networks in October and November 2018 it would be reasonable to summarise:

➢ The Emerging Literacy Workstream is building collective efficacy in taking a developmental approach to Emerging Literacy through facilitating collaboration across schools, and between schools, allied health professionals and educational psychologists.

➢ Through being part of the Emerging Literacy Workstream, practitioners in schools are developing new knowledge, understanding and skills to inform their planning of learning, teaching and assessment, sharing the difference this is making to children's progress.

➢ The Emerging Literacy model of support is developing moderation across schools and local authorities, enabling collaboration that is strengthening practitioners' understanding of Curriculum for Excellence (CfE) 'Achievement of a Level' judgements.

From the summary data of a sample of Primary 1 pupils across the Northern Alliance (Sample size: N=5,143 in English Phonological Awareness; N=4,715 in Fine Motor Skills; N=4,689 in Scissor Skills and N=4,701 in Pencil Control/ Pre-writing Skills) in September 2018, it would be reasonable to summarise:

➢ In phonological awareness and pre-handwriting, elements that contribute to children's development of reading and writing skills, there were cohort strengths and gaps on primary one entry across the Northern Alliance. On primary one entry gaps are to be expected. At an individual school level, practitioners, through taking a developmental approach to Emerging Literacy, are supported to match the teaching and learning to the needs of each child.

➢ The year on year phonological awareness data, analysed through the use of the phonological awareness screening tool, is assisting with the identification of the typical pattern of strengths and gaps in phonological awareness at school entry across the Northern Alliance. This is informing next steps in a whole-school approach from the early years onwards.

➢ On primary one entry, in some elements of phonological awareness and pre-handwriting, there were gaps linked to deprivation between the children living in the most deprived areas in comparison with children living in the least deprived areas. At an individual school level, schools, through the networks, are supported to interrogate their data and plan appropriately to address the individual needs for their children at the given time.

18/19 Interim Report – Future Recommendations:

Recommendation 1:
To enable ongoing sustainability in taking a developmental approach to Emerging Literacy at a local level beyond the 2018/2019 session, a proposal to increase the number of Lead Practitioners in each local authority should be drafted by the Northern Alliance Emerging Literacy Local Authority Key Links and shared with the Regional Improvement Forum.

Recommendation 2:
A collaborative next steps plan at local authority and health board level should be developed to support sustainability of the approach into the 2019/2020 session.

Recommendation 3:
The developing guidance of Emerging Literacy in Early Learning and Childcare should prioritise the development of earlier phonological awareness skills through developmentally appropriate play experiences, rhymes, songs and stories.

Recommendation 4:
Children's progress in foundational literacy skills should continue to be tracked as an ongoing process by practitioners, using the information to inform the planning of learning, teaching and assessment. Practitioners should be further supported to triangulate this information with observations and holistic assessment to further their understanding and teacher judgement of progress within and through the Curriculum for Excellence (CfE) Levels.

Recommendation 5:
Guidance to support schools in taking a whole-school approach to Emerging Literacy through the school improvement plan should be developed and shared through the Emerging Literacy networks. The networks should enable cross-school collaboration, working alongside allied health professionals and educational psychologists to embed the principles of Emerging Literacy from early learning and childcare onwards.

Recommendation 6:
Working in collaboration between local authorities and health boards across the Northern Alliance, and with colleagues in Education Scotland, case studies which detail how those involved in the workstream have taken a developmental approach to emerging literacy should be developed and shared. Case studies should focus on how the leadership of change and the impact on pedagogy better outcomes for children.

CLICK HERE: Northern Alliance – RAILLC – Interim Report – December 2018

Resource shared this term:

Blog post link:	Description:
https://tinyurl.com/ELDEC18WU	The Words Up: Early (Level 1) Key Messages for Adult/ Child Interaction training has been developed by speech and language therapists in Highland for adults to support their interactions with children, leading to improved speech, language and communication for children.
https://tinyurl.com/ELDEC18WNRW	World Nursery Rhyme Week was in November. As part of the week they published a number of resources to support rhyme awareness and detection. These resources can be used all year round when developing a rhyme and rhythm rich environment as part of Rhyme of the Week.