

Taking a Whole School Approach to Emerging Literacy

Audit Tool – October 2017

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Early Learning and Childcare (ELC)

- Children's development of the four key skill areas are supported through developmentally appropriate child initiated play based experiences.
- Pre-school Developmental Overviews (if used in ELC) identify and track strengths and gaps in development.



Primary 1

- Pre-school Developmental Overviews (if used in ELC) transition from Nursery to Primary and any identified gaps are planned for.
- All children are assessed using the Emerging Literacy developmental continua screening materials.
- Children access differentiated learning experiences matched to their strengths and development gaps; teachers track progress against the Emerging Literacy developmental continua.
- Through building solid foundational reading and writing skills, children are supported in working towards 'Achieving the Early Level' through the use of the CfE Benchmarks.



Beyond Primary 1

- During transition, children's progress in Primary 1 is shared with their teacher in Primary 2 to ensure continuity in planning matched to the strengths and gaps of each child.
- Children beyond Primary 1 who are making less than expected progress in Literacy and English may have gaps in their foundational reading and writing skills. The developmental continua, screening tools and suggested activities can be used to support children and young people.

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Senior Management Teams (SMT) and Quality Improvement Officers (QIOs) can use the audit tool below, linked to [How Good Is Our Early Learning and Childcare \(HGIOELC\)](#) and [How Good Is Our School 4 \(HGIOS 4\)](#), as part of ongoing self-evaluation to support taking a whole school approach to Emerging Literacy.

Pg.1 – Overall audit of evidence against each Q.I.
Pg.2 – pg.6 – Identified next steps against each Q.I.

Q.I.	Audit of Evidence
Q.I. 1.3 Leadership of Change	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Planning currently or has previously included taking a whole school approach to Emerging Literacy. <input type="checkbox"/> Whole school training for Emerging Literacy has been delivered or is due to be delivered within the current Working Time Agreement. The Emerging Literacy Training Videos can be used to support whole-school training. <input type="checkbox"/> The school senior management team have an overview of children's progress linked to the four skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting Skills. <input type="checkbox"/> Emerging Literacy sits as part of the school's whole-school approach to the teaching and learning of and the progression of skills within listening and talking, reading and writing.
Q.I. 2.3 Learning, Teaching and Assessment	<p>Early Learning and Childcare ELC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developmental Overviews (if used in ELC) identify and track skills strengths and gaps; this information is shared with P1 staff. <input type="checkbox"/> Early Years Practitioners support children to develop early literacy skills through play and age appropriate rich interactions. <p>Primary 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developmental Overviews (if used in ELC) are analysed at the beginning of Primary 1 to identify strengths and inform planning of next steps. <input type="checkbox"/> Primary 1 staff and the school senior management team have attended the Emerging Literacy training. <input type="checkbox"/> Key school staff attend the Emerging Literacy Networks. <input type="checkbox"/> All P1 children have been assessed on the four key skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting. <input type="checkbox"/> Groupings are informed by the Emerging Literacy assessment information. Children's progress in key skills is tracked. <input type="checkbox"/> The trackers for the key skill areas are used as a tool for ongoing learning, teaching and assessment; assessment is an ongoing process and the trackers demonstrate the progress children are making throughout the session. <input type="checkbox"/> Teachers are providing appropriate differentiation. Developmentally appropriate differentiated learning experiences are evident through the learning experiences which have been planned for children. <p>Beyond Primary 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transition information between P1 and P2 is shared to enable continuity of provision. <input type="checkbox"/> Children who are not making the expected progress in Literacy and English have been assessed using the Emerging Literacy materials to identify possible gaps in foundational skills.
Q.I. 2.5 Family Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Family Learning opportunities have been delivered for Primary 1 families to understand the school's approach to Emerging Literacy – Emerging Literacy Family Learning Resource can be used to support Family Learning. <input type="checkbox"/> Attendance at Emerging Literacy Family Learning events is monitored to ensure that all families have the opportunity to access information. <input type="checkbox"/> Families are aware of the strengths and skills gaps of their children. Families are aware of how they can support their child in their development of foundational reading and writing skills.
Q.I. 2.7 Partnerships	<ul style="list-style-type: none"> <input type="checkbox"/> The school's approach to taking a whole-school approach to Emerging Literacy is discussed in consultation between school senior managers and partners e.g. <i>Allied Health Professionals (such as Speech and Language Therapists), Early Years teams and Educational Psychologists.</i>
Q.I. 3.2 Raising Attainment and Achievement	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use the Emerging Literacy developmental continua information on Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting to support their 'Achievement of a Level' judgements.