

In developing a whole-school approach to literacy, language and communication, schools, through their curriculum rationale, and ongoing professional learning, support staff to articulate:

- the underpinning principle of taking a developmental approach to Emerging Literacy – effective differentiation which matches the teaching and learning to the needs of each child;
- the whole-school approach in developing children’s concepts of print, oral language, pencil control, phonological awareness and working memory – both as a universal and a targeted approach, from Early Level (CfE) onwards.

In order to enable this, schools, through their curriculum rationale, and ongoing professional learning, enable staff to understand the following elements of pedagogy. Through ongoing self-evaluation, schools identify areas of continuous development.

<input type="checkbox"/> <b><u>Emerging Literacy Introduction</u></b>  Developing a whole-school understanding of what it means to take a developmental approach to Emerging Literacy.	<input type="checkbox"/> <b><u>Supporting Phonological Awareness</u></b>  Developing a whole-school understanding of the importance of phonological awareness, and how this can be developed as part of the teaching of phonics to support reading and spelling.	<input type="checkbox"/> <b><u>Pre-Teaching Vocabulary</u></b>  Developing a whole-school approach to vocabulary development through the use of the Pre-Teaching Vocabulary methodologies.
<input type="checkbox"/> <b><u>Adult/ child interaction key messages (Words Up)</u></b>  Developing a whole-school understanding of the importance of adult/child interaction as core to supporting children’s language and communication across the school.	<b><u>Taking a Whole-School Approach to Literacy, Language and Communication</u></b> <i><u>“No Child Held Back; No Child Left Behind”</u></i>	<input type="checkbox"/> <b><u>Sequence and Narrative Skills</u></b>  Developing a whole-school understanding of the sequence and narrative skills which support children’s oral language comprehension and their ability to create and generate texts.
<input type="checkbox"/> <b><u>Supporting Handwriting Development</u></b>  Developing a whole-school understanding of the foundational writing skills, recognising that for the majority of children, handwriting will not be “automatic” until the middle of primary school.	<input type="checkbox"/> <b><u>Supporting Working Memory</u></b>  Developing a whole-school understanding of the signs of working memory overload and how practitioners can prevent working memory overload through developing a working memory friendly classroom.	<input type="checkbox"/> <b><u>Concrete to Abstract thinking (Blank)</u></b>  Developing a whole-school understanding and approach to developmentally appropriate questioning to support thinking through verbal reasoning and abstract thinking as part of oral language and reading comprehension.