

The Highland Literacy Strategy

Taking a developmental approach to literacy, language and communication
April 2017

1. Aim:

In line with the [National Improvement Plan](#) priority of:

- Improvement in attainment, particularly in literacy and numeracy

Highland aims to ensure that all children and young people make the appropriate progress in Literacy supported by developmentally appropriate teaching and learning.

Desired Outcomes:

- ❖ improved attainment in Literacy and English
- ❖ children experience a developmentally appropriate Literacy and English curriculum from the beginning to ensure foundational reading and writing skills are secure
- ❖ partnership working between education practitioners, educational psychologists and allied health professionals (AHPs) to inform a Literacy and English curriculum which is developmentally appropriate for children and young people
- ❖ partnership working with the local authorities across the Northern Alliance to develop teacher subject knowledge to support learners through creating a practitioner learning environment in which strategies can be reflected upon, successes can be celebrated and problems can be shared and solved across classrooms and schools
- ❖ partnership working between Highland Council and High Life Highland through the Library Service and Adult Learning to deliver cohesive approaches to literacy, language and communication across Highland communities.

2. Authority Actions:

- **Supporting practitioners in taking a developmental approach to Emerging Literacy** through integrated partnerships between education, children's health and children's social care professionals and partnerships with High Life Highland and the Northern Alliance.
- **Supporting practitioners in planning learning, teaching and assessment** through [The Highland Literacy Progression – Steps to Success](#), the [Highland Literacy Blog](#) and Highland's continuous approach to Profiling and Reporting.
- **Supporting Career Long Professional Learning (CLPL)** through:
 - CLPL opportunities which include the expert knowledge and skills of AHPs, educational psychologists and librarians
 - CLPL opportunities which build networks of practitioners to plan and reflect upon their learning, teaching and assessment
 - CLPL opportunities which can be accessed anytime/anywhere through the [Highland Literacy Toolkit](#) and the [Highland Literacy Blog](#).
- **Creating pathways to support learners who have persistent literacy difficulties.** Jenny.Wilson@highland.gov.uk
- **Raising attainment in Literacy through developing a structured approach to teaching reading comprehension.** Louise.Kinnear@highland.gov.uk

3. The Highland Literacy Progression – Steps to Success

The aims of the [The Highland Literacy Progression – Steps to Success](#) are to:

- *enhance planning and assessment, using skills, knowledge and understanding to scaffold learning intentions and success criteria within lessons*
- *provide staff with a framework to promote progression in learning and teaching*
- *enable Sharing Standards within schools and across ASGs, supporting Teacher Judgement.*

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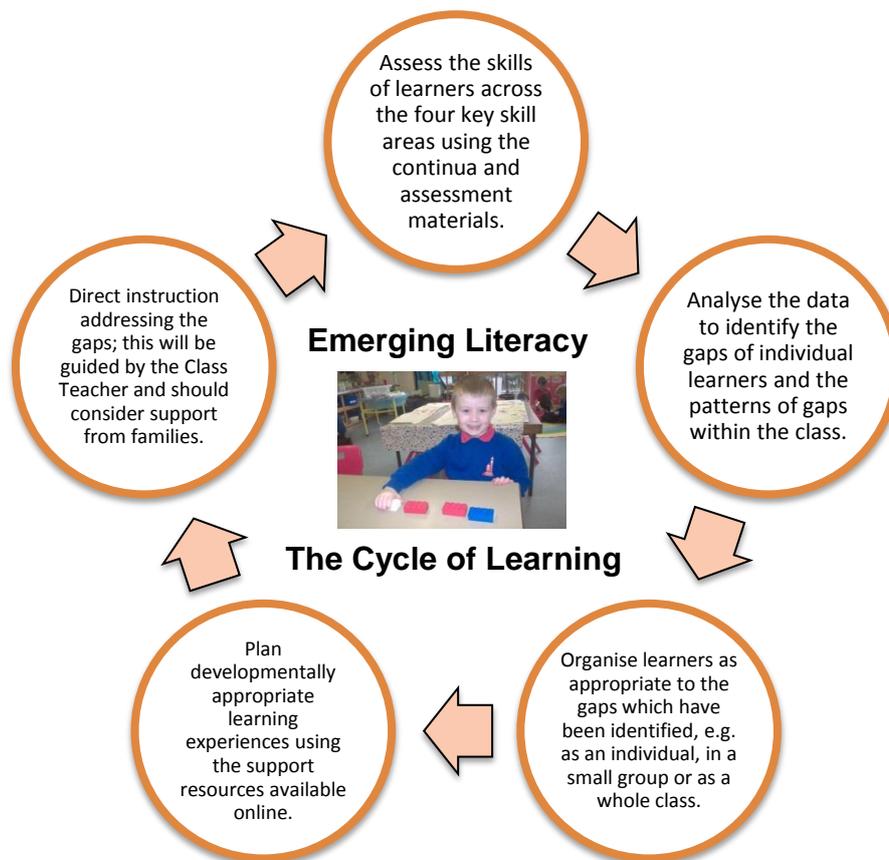
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4. A developmental approach to Emerging Literacy across the Early Level

A key driver in improving attainment in Literacy and English in Highland is to ensure that children experience a developmentally appropriate Literacy and English curriculum from the beginning through prioritising secure foundational reading and writing skills. The ongoing support through [Emerging Literacy](#) is detailed within the Emerging Literacy Improvement Plan.

Emerging Literacy – Cycle of Learning

Practitioners are supported to engage with the ‘Emerging Literacy – Cycle of Learning’ below to support effective literacy instruction.



5. The Highland Literacy Toolkit

The [Highland Literacy Toolkit](#) is a suite of Career Long Professional Learning (CLPL) resources that can be used by individuals, groups of practitioners or whole staff groups. Each PowerPoint includes facilitator's notes to support delivery, resources to use during collegiate sessions and follow-up links. Each PowerPoint is linked to the Quality Indicators within How Good Is Our School 4 (HGIOS4). This resource has been created to support professional learning across school years.

Please direct any questions or feedback to:

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- ❖ Louise Kinnear, Literacy Development Officer (Scottish Attainment Challenge), Highland: louise.kinnear@highland.gov.uk