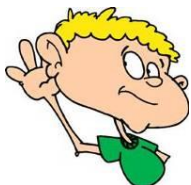

LANGUAGES & LITERACY ACROSS LEARNING

Language is at the heart of children's learning. High priority is given, therefore, to developing pupils' ability to use English Language effectively. In our Literacy programme we are concerned with the development of the four elements of **Listening, Talking, Reading and Writing**.



Listening: Essential in any learning process and we encourage children to develop good listening habits from an early age. Activities are planned to develop skills in listening for a variety of purposes. These include listening for information and instructions, as well as listening for pleasure. We aim to develop pupils' ability to become effective and critical listeners, able to reflect upon ideas, experiences and opinions and respond in an appropriate way.



Talking: Having the confidence to share information, ideas and opinions is an essential life skill. Our pupils are given many opportunities for discussion and dialogue to help them reinforce concepts and clarify new ideas. We value giving pupils the opportunity to 'talk through their thinking'. Spoken activities are a regular part of the class routine and opportunities are planned to allow pupils to develop talking skills for a range of purposes and in a variety of situations, one to one, small groups and larger audiences.

Reading



Reading is taught in a structured way which aims to ensure that children experience success and enjoyment of books from Primary 1. The Read, Write, Inc. Literacy Programme is used at the early stages combined with practice in recognising common words, and use of illustrations and context.

Our reading programme uses an extensive range of resources at the centre of which are the Read, Write Inc and the Project X Reading Programmes together with an increasing range of supplementary readers and novels. We also have a wide range of colourful and attractive books both for recreational reading and reference purposes. Emphasis is placed on the importance of understanding the text at all stages and, as pupils become more fluent readers, activities are designed to develop increasingly sophisticated comprehension skills.



Writing: A wide range of skills require to be mastered for children to become fluent writers. We often find that children who are keen readers are better writers, absorbing and using ideas to develop their own writing style. Personal writing about their own experiences, imaginative writing and functional writing of reports, instructions, letters etc. require children to be able to write in different styles for different purposes and audiences. We use the "Big Write" approach together with progressive Programmes to develop technical skills in handwriting, spelling, grammar, punctuation and sentence structure.