

**ANGUS COUNCIL
EDUCATION DEPARTMENT**

LITERACY

STRATEGY PAPER

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Contents

Introduction	3
Rationale	5
Curriculum	7
Key Entitlements	12
Monitoring Progress and Achievement	14
The Way Forward	16

1. INTRODUCTION

“Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture.”

“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence.”

Building the Curriculum 1

1.1 Within Curriculum for Excellence, literacy is defined as

“the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language and the range of texts, which society values and finds useful”

Curriculum for Excellence: Literacy and English: principles and practice, Scottish Government, 2009

- 1.2 In other words, being literate in the 21st century means more than just basic decoding and writing. It means being able to communicate effectively, expressing ideas and opinions both orally and through a range of different media; it means being able to understand and make informed decisions using critical literacy skills to interpret and analyse information; it means being able to solve problems, be creative, self-reflective, collaborative and build positive relationships.
- 1.3 The importance of ensuring that young people become literate can not be underestimated. Angus Council recognises that improving skills in reading, writing, listening and talking, contributes not only to raising attainment and the life chances of young people as they grow up but also impacts upon the success of Scotland as a nation.
- 1.4 Curriculum for Excellence presents a real opportunity for all those involved in and concerned about the education of our young people to address this and therefore Literacy, in addition to Numeracy and Health and Wellbeing, is one of three cross-cutting themes which are the responsibility of all practitioners.
- 1.5 The key aims of the authority's literacy strategy are to:
- Ensure all practitioners understand what literacy means in the 21st century and its fundamental importance in equipping young people for learning, life and work
 - Provide an effective framework for the delivery of high quality learning and teaching of literacy in Angus Schools

- Provide clear guidance and key recommendations at school and authority level
- Ensure that all practitioners understand their role and responsibility for literacy across learning
- Ensure that all learners are provided with maximum opportunities to acquire, understand and apply literacy skills effectively and with confidence
- Promote effective progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant literacy curriculum for all
- Promote effective approaches to assessment and moderation
- Raise levels of achievement and attainment in literacy among all learners

2. RATIONALE

“Confidence and competence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will encourage them to develop their language skills further.”

Building the Curriculum 1, Scottish Executive, 2006

Rationale

- 2.1 The Scottish Government has published a series of documents including the ‘*National Statement for Improving Attainment in Literacy in Schools*’ (2002), ‘*Improving Achievement in English Language*’ in 2003 ‘*A Curriculum for Excellence*’ (2005), ‘*Improving the Odds: Improving Life Chances*’ (2008), ‘*Improving Scottish Education 2005-2008*’ (2009). All of these documents provide a context within which developments in learning and teaching should be made in order to raise achievement and attainment in literacy in schools.
- 2.2 Due attention has also been paid to the findings of national and international surveys and reports including the ‘*Scottish Survey of Achievement: English language*’ (2005), ‘*Scottish Survey of Achievement: Reading and Writing*’ (2009), ‘*Progress in International Reading Literacy Study*’ (2006), ‘*Programme for International Student Assessment*’ (2006), ‘*Quality and Equity of Schooling in Scotland*’ (OECD 2007) and ‘*A Vision for Scotland: the Report and Final Recommendations of the Literacy Commission*’ (2009).
- 2.3 Both the *PIRLS* and *PISA* international surveys have suggested that Scotland’s literacy levels, whilst above the international average in world ratings, are not keeping pace with progress made in many other countries. *PIRLS* highlighted the fact that the gap between the most able and lowest performing readers remains persistently large. Of countries within the OECD in *PIRLS*, Scotland had the third widest gap between high and low achievers. This means that our most able pupils rank amongst the highest achievers in the OECD in *PIRLS*, whilst those with poor results rank amongst the lowest. The achievement gap in reading between boys and girls in Scotland was also significantly higher than the international average, but the gap has not widened since 2001. Scottish pupils were becoming less enthusiastic about reading and less confident in their reading ability. *PISA* results showed a narrow gap between the lower and higher performers; in reading the score gap had increased slightly and overall reading results had declined between 2003 and 2006. The OECD 2007 report also highlights the continuing need to overcome the effect of socio economic disadvantage on educational attainment. The Literacy Commission report echoed this need and the importance of early intervention in addressing it. Together with research on child development, this reinforces the need to Get It Right For Every Child

by working in partnership with parents, carers and other agencies from the earliest years.

- 2.4 The findings of a variety of surveys and work done by HMIE have shown that there are significant strengths in listening, talking and reading but there is a dip in writing at later stages of primary and early stages of secondary schooling. The 2009 '*Scottish Survey of Achievement*', which focused on reading and writing, found that reading attainment at all stages remained at a similar level between 2005, 2006 and 2009. At P3, over 75 per cent of pupils were estimated to have 'well-established' or better skills at the expected level in reading, and over half demonstrated 'well-established' or better skills at a higher than expected level. The proportion of pupils attaining the expected levels in reading decreased through primary and into secondary. At S2, around 40 per cent of pupils were 'well-established' or better at the expected level for the stage. In general girls performed better than boys in reading across all stages. The proportion of pupils in the most deprived areas with 'well-established' or better reading skills at the expected level was around 20 percentage points less than for pupils in less deprived areas, across all stages. One of the largest differences was at S2 where pupils from less deprived areas were about twice as likely to be 'well-established' or better at the expected level.
- 2.5 The proportion of pupils attaining the expected levels or above in writing again decreased through the primary stages and into secondary. Almost all P3 pupils were assessed to be writing at the expected level or above, with around 70 per cent attaining above the expected level; at P5, where there is no expected level, the majority of pupils were assessed to be writing at or above the expected level for P6; at P7 nearly a half of pupils were assessed to be writing at or above the expected level; by S2 around a third of pupils were assessed to be at the expected level or above in writing.
- 2.6 These findings provide the background to current developments in Scottish education including the '*Literacy Principles and Practices*' document and the experiences and outcomes of Curriculum for Excellence. In particular, they have informed the decision by the Scottish Government to launch a national literacy action plan in the autumn of 2010 which will build in part on the recommendations of the Literacy Commission.

2.7 In Angus, much progress has been made in addressing the need to improve literacy skills since the publication of *'Improving Achievement in English Language'* in 2003 and the *'Scottish Survey of Achievement'* of English language in 2005. The overall attainment in 5-14 levels in reading and writing in primary schools shows an improvement whilst both skills have steadily improved in secondary schools over the past four years, reaching their highest level in 2009.

3. CURRICULUM

- 3.1 Scottish Education is undergoing radical change. Teachers are being challenged to embrace Curriculum for Excellence and reflect on how their practice embraces the four capacities and seven principles of curriculum design.
- 3.2 The Curriculum for Excellence literacy experiences and outcomes are designed to promote effective learning and teaching methodologies which stimulate the interest of young people, and promote the development of critical and creative thinking. They are designed to ensure that learners are challenged at an appropriate level and that they are given the opportunity to progress at a suitable pace.
- 3.3 As part of a broad general and deep education, all young people have an Entitlement to well planned outcomes and experiences in literacy to the end of third level. Fourth level experiences and outcomes should provide further enrichment for many. The literacy needs of learners in the senior phase should continue to be a priority in all curricular areas.
- 3.4 Curriculum for Excellence places a strong emphasis on deep learning, and on the development of conceptual understanding and transferable skills. Teachers will plan to revisit topics frequently, building on and extending prior knowledge. They will nurture the development of positive attitudes and provide an environment where learners can develop as **successful learners, confident individuals, responsible citizens and effective contributors**.
- 3.5 All young people will be enabled to become successful, literate learners who can:
- Communicate by listening, talking, reading and writing in a range of settings
 - Access texts which are visual, digital media and print
 - Think creatively, generating and critically evaluating new ideas and options
 - Learn independently by searching, selecting, processing, synthesising and transforming information from a range of oral, printed and digital sources.
 - Demonstrate independence by remaining open to new ideas
 - Learn as part of a group by talking and clarifying their understanding about texts.
- 3.6 All young people will be encouraged to develop as confident, literate individuals who can:
- Relate well to others and learn from them by talking clearly, listening attentively and responding appropriately in different contexts

- Demonstrate self awareness by observing and reflecting on audience feedback
- Critically analyse a range of texts or oral presentations
- Express ideas creatively in a way which engages others
- Set personal learning targets, work independently and self assess effectively.

3.7 All young people will be supported to develop as effective, literate contributors who can:

- Communicate effectively in a variety of ways for different purposes as a result of having a sound knowledge of language
- Work collaboratively to achieve goals
- Explore fully the meanings, implications and standpoints in texts
- Apply creative and critical thinking in new contexts by posing and reflecting on questions
- Create and develop arguments, opinions and viewpoints
- Develop an awareness of audience and register.

3.8 All young people will be helped to develop as responsible, literate citizens who can:

- Participate in discussions, listen and collaborate
- Evaluate evidence and make informed choices and decisions
- Develop knowledge and understanding of the world and Scotland's place in it by reading and discussing a variety of multi-modal non-fiction texts
- Develop skills to interpret, analyse and evaluate different types of text within a complex society with a high volume of information
- Explore and empathise with other people and other cultures through literature and drama

3.9 All learning should be planned as part of a rich and supportive learning environment which will involve a skilful variety of approaches including:

- Promoting active and co-operative learning
- Planning purposeful play

- Developing problem-solving skills and approaches
 - Developing self expression, creativity and an enterprising attitude
 - Providing opportunities for young people to explain their thinking
 - Planning relevant, meaningful and motivating contexts and experiences.
 - Using technology in appropriate and effective ways
 - Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
 - Developing a balance of collaborative and independent learning
 - Linking learning across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- 3.10 Angus Council believes it is important to nurture in all children and young people a love of learning and a capacity to acquire the values, skills and knowledge needed for life in the 21st Century and over recent years has implemented a variety of initiatives to ensure this.
- 3.11 In 2006 Angus Council published the '*Effective Learning and Teaching*' policy guidelines in which Active Learning was promoted as a key feature of effective practice. In response to '*Building the Curriculum 2- Active Learning in the Early Years*', Angus Council issued its own guidance booklet '*Active Learning 3-15*' in 2008 which made clear that learners do not need to be engaged in a practical activity, playing a game or moving around to be actively learning. Rather, active learning is about interaction: teacher to pupil, or pupil to pupil. Teachers should adopt a balance of whole group interactive teaching, individual work and co-operative learning. Lessons should cater for a range of learning styles and focus on metacognition. Play should be the medium through which all learning in literacy is planned for the youngest pupils. Wherever possible, learners should have access to a wide variety of resources. Information and Communications Technology, including use of GLOW should be used consistently and regularly to enhance learning experiences.
- 3.12 A programme of co-operative learning training for all teachers and others involved in learning and teaching has been rolled out over the last four years. The specific aim of the training for all staff is to embed this approach in their methodology given that "*the results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience*" ('*New Horizons for Learning*' April 2005). Co-operative learning enables children and young people to develop their literacy skills through highly structured activities in which social as well as academic skills are developed and will support teachers in fulfilling their literacy responsibilities.
- 3.13 Schools have adopted approaches to assessment informed by the Assessment is for Learning programme and the '*Angus Council Assessment*

Guidelines' (2007). These approaches will continue to be central to the practice of ongoing assessment of literacy by all practitioners.

- 3.14 The development of higher order thinking and reading skills has been and continues to be a priority. Teachers should provide a variety of opportunities for pupils to analyse and evaluate, as well as increasing their knowledge and understanding within the new curriculum. *'Reading for Excellence'* (2007) describes emerging, extending and enhancing reading skills and is an essential resource for teachers. The document also promotes the idea of the Reading School; this is currently being developed as an accreditation scheme to support schools to raise the profile of reading.
- 3.15 A range of support materials have been produced to enable schools to develop children's skills in reading, writing, listening and talking from *Writer's Craft* to *Keys to Literacy*. Many of these resources will continue to be valuable and relevant.
- 3.16 Over recent years, creative approaches to literacy including Moving Image Education and literacy projects around storytelling, picture books and graphic novels have complemented longstanding but continually developing programmes such as the Angus Book Award and Which Writer Wins? They provide stimulating contexts in which to engage pupils in learning and increase their motivation in literacy. Schools have also adopted a range of paired and shared reading and thinking programmes with great success.
- 3.17 In pre-school settings, considerable work has been undertaken to ensure that opportunities for active approaches to developing literacy have been developed across all aspects of learning.
- 3.18 The Bookbug programme (previously Bookstart), delivered in partnership with Health, Social Work and Cultural Services, has promoted reading and sharing books to children through bookgifting at different points in the early years. Schools and private and voluntary sector providers have had a range of CPD and other support to enable them to take full advantage of this opportunity to link with parents.
- 3.19 Schools have successfully implemented synthetic phonics programmes to deliver a more systemic and rigorous approach to the learning and teaching of reading.
- 3.20 Key initiatives which have supported the literacy development of those children with Additional Support Needs include the I Can initiative developed in liaison with the Speech and Language Therapy service, the Intensive Support for Reading programme and the Books for All initiative, which enables staff to provide adapted materials for pupils experiencing a wide range of additional support needs. The Educational Psychology Service has been involved in training and, as part of the multi-agency ASN Co-ordinating team, supporting staff in schools to develop and evaluate literacy interventions and to ensure early identification and access to services for young people who experience literacy difficulties. EPS also developed *'Opening the Door on Dyslexia'* to support children and young people and improve adults' understanding about dyslexia.
- 3.21 Following the publication of *'Count Us In: A sense of Belonging: Meeting the Needs of Children and Young People Newly Arrived in Scotland'* (HMIe 2009),

a review of the challenges presented by increasing numbers of new Scots with English as an additional language within Angus, has led to a new policy outlining priorities for support from the English as an Additional Language Support Team.

- 3.22 Good library resource centres offer the type of flexible learning environment which can encourage independent learning and reading for pleasure. Within Angus, secondary school librarians, working in partnership with teachers continue to make an enormous contribution to the literacy experiences of young people including the key area of critical and information literacy. In our primary schools, despite different challenges, there is evidence of good practice which can be further built upon.
- 3.23 Alongside this there has been a significant amount of engagement with the Literacy Experiences and Outcomes through detailed repackaging of outcomes and experiences across all curricular areas; consideration of planning approaches; learning and teaching and literacy groups in individual schools and centrally; CPD and sharing of good practice.
- 3.24 In primary schools, planning for literacy across learning has built upon existing good practice and integrated approaches to reading, writing, listening and talking. In secondary schools there have been effective developments around a shared understanding of literacy skills and auditing of literacy experiences and outcomes across curricular groups. However, challenges remain around progression and continuity and assessment generally.

4. KEY ENTITLEMENTS

4.1 Pupils have an entitlement to participate in programmes of planned learning opportunities which offer challenge and enjoyment, breadth, depth, progression, personalisation and choice, coherence and relevance in relation to literacy. These programmes should provide opportunities for learners at all stages to:

- Participate in motivating activities that promote an interest and enthusiasm for literacy in all its forms from reading for enjoyment to critical and information literacy
- Experience appropriate levels of support and challenge to enable each individual to achieve his or her potential in literacy
- Be actively involved in applying literacy and language skills in everyday situations and in more abstract contexts
- Have the opportunity to understand the relevance and application of literacy skills in a variety of cross-curricular contexts
- Participate in a range of enterprising activities that facilitate the development of literacy skills
- Engage in an appropriate range of experiences that include problem solving, the development of 'thinking skills' and extended activities enabling them to develop the ability to understand and use language effectively
- Experience continuous and coherent progression in developing literacy skills from 3 to 18
- Build upon previous skills and understanding of literacy at each stage of learning, ensuring a smooth progression of skills development and a pace of learning matched to individual needs
- Access new technologies which offer exciting potential to enrich learning in literacy
- Access a range of 21st century texts which provide relevant contexts for learning
- Engage in dialogue regarding personal choice from a range of relevant literacy experiences
- Understand the value and the relevance of literacy in the context of life-long learning and work

4.2 Parents and carers are entitled to:

- A clear understanding of the range of literacy experiences available for young people

- Guidance on ways to support young people to develop and apply literacy skills
 - Relevant and meaningful information about their children's progress and development in literacy
 - Advice on how to access support to improve their own literacy skills if required.
- 4.3 To promote literacy in schools, teachers and other practitioners who contribute to the development of literacy skills are entitled to:
- Relevant, high quality continuous professional development according to their individual needs
 - Clear advice and guidance on expectations
 - Information on local and national initiatives
 - Examples of effective local and national practice.

5. MONITORING PROGRESS AND ACHIEVEMENT

“Curriculum for Excellence focuses on a broader range of knowledge and understanding, skills, attributes and capabilities that children and young people develop in a range of contexts. This means that assessment in Curriculum for Excellence will involve a broad range of approaches that allow children and young people to demonstrate what they know, understand and can do. Assessment will support learning and promote learner engagement resulting in greater breadth and depth in learning, including a greater focus on the secure development of knowledge, understanding and skills. To ensure children and young people are making progress across all aspects of planned learning, assessment will place a greater emphasis on literacy and numeracy across the curriculum, health and wellbeing, Information and Communications Technology (ICT) and higher order skills, including creativity.”

Building the Curriculum 5

- 5.1 Curriculum for Excellence assessment practice will follow and reinforce the curriculum and promote high quality learning and teaching approaches.

“Assessing progress across a breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts, will also help teachers to plan, track progress, summarise achievements in a rounded way and better prepare children and young people for the next stage in learning.”
Building the Curriculum 5

- 5.2 CfE levels describe achievements and not solely attainment. Teachers need to gather evidence of achievement in literacy as part of day-to-day learning. Assessment needs to be fair and inclusive and embrace a range of leaning styles. Evidence gathering could be done in a number of ways, for example, observation, questioning, collection of annotated photographs, undertaking diagnostic interviews and developing learning journals and portfolios. Assessment should not be restricted to summative forms.
- 5.3 The progress of young people should be defined in terms of breadth and depth of achievement. Pace is not about how quickly levels can be completed but is about providing learners with an appropriate degree of challenge. Emphasis should be placed on how much and how well pupils learn and their ability to apply skills in new and unfamiliar contexts.
- 5.4 Assessment should focus on learners’ understanding as well as their procedural skills. It needs to be used to diagnose the nature and causes of barriers to learning and to monitor the progress of learning and teaching.
- 5.5 The principles of Assessment is for Learning fully inform the curriculum and assessment frameworks. Learning intentions and success criteria should be shared at the start of every lesson, referred to throughout the lesson and reviewed in a plenary session. Teachers need to actively gauge understanding through observation and the use of effective questioning. Learners should be encouraged to reflect on and take ownership of their own learning through opportunities for self and peer assessment. Teachers need to provide quality feedback to learners and support them in identifying and

planning their next steps.

- 5.6 Rigorous moderation will be vital in ensuring consistency in approach to the sharing of standards both within and across sectors. The National Assessment Resource (NAR), due to be launched in September 2010 will provide teachers with a forum for thinking and reflecting on the **process** of assessment in literacy, numeracy and health and wellbeing across all eight curricular areas. This will help promote better professional understanding and a sharing of expectations and standards between teachers.
- 5.7 The first Scottish Survey of Literacy and Numeracy (SSLN) focussing on Literacy will be undertaken in 2012 to collect data on learners' progress in Literacy at P4, P7 and S2. These literacy assessments, conducted bi-annually, will include written and practical assessments.
- 5.8 The CFE Management Board have issued guidance on the recognition of literacy skills developed through CFE. The main means by which learners will gain recognition of the literacy skills they have developed across their broad general education up to the end of S3 will be through an S3 profile. This will build upon the annual reporting of progress in literacy in each year prior to S3. Further guidance is to be issued in relation to the S3 profile in the near future.
- 5.9 The CFE Management Board have also issued proposals in relation to literacy qualifications. These proposals are to be the subject of further consideration by the Board following detailed work to be undertaken by the SQA.
- 5.10 At SCQF levels 3 and 4 literacy units will be designed to form part of the English course. At SCQF level 5 literacy skills will be embedded within the English course. However, they will not be certificated separately. For those learners who require separate certification in literacy, free standing units will be available. Units will be flexible and inclusive allowing centres to choose the timing and means of delivery and assessment throughout the senior phase.

6. THE WAY FORWARD

- 6.1 Curriculum for Excellence is not about “matching” existing courses, schemes of work or programmes of study to the new experiences and outcomes. It is about reflecting deeply on methodology and pedagogy.
- 6.2 Recent research demonstrates that learning improves best when staff at all levels engage in focused, professional dialogue and self and peer evaluation.
- 6.3 The following table outlines the key actions to be undertaken in all Angus schools to fulfil the aims of the literacy strategy and develop literate citizens for the 21st century.

	Key Actions for all Schools
Year 1 2010-11	<ul style="list-style-type: none"> • Establish a Literacy steering group to coordinate a whole school approach to developing literacy across the curriculum • Identify a leader of literacy with clear links to a nominated member of the senior school management team • Develop a policy statement on literacy embracing the aims of the Angus literacy strategy • Ensure that the development and application of the skills of literacy are recognised as the responsibility of all staff • Identify and address the development needs of all staff to ensure that they have the appropriate skills to teach and reinforce literacy • Identify existing good practice across school/ department and how this can be built on • Plan using the Angus literacy learning programmes (repacked outcomes) to provide young people with a range of curricular and cross-curricular contexts through which they can develop their understanding of literacy • Work in cluster groups to ensure coherence and progression in the planning and range of literacy experiences and outcomes and to share expectation and standards. • Consider how pupil progress through the literacy outcomes and experiences will be tracked and recorded including the development of an S3 portfolio based upon forthcoming national advice/guidance.

	<ul style="list-style-type: none"> • Provide information to parents regarding children's progress and development in literacy • Ensure formative assessment approaches are fully embedded to support the learning process • Increase familiarity with National Assessment Resource to develop understanding of approaches to assessing literacy across the curriculum. • Ensure play experiences in the early years provide opportunities for progressive development of literacy skills • Plan for literacy outcomes within transition projects for P7 pupils starting secondary education in 2011-12 • Consider involvement in Reading School accreditation • Review the progress of all staff in developing active and co-operative approaches to learning
Year 2 2011-12	<ul style="list-style-type: none"> • Review and act on the evaluation of progress made in Year 1 • Implement the school's literacy policy and monitor its impact on outcomes for young people • Consider implication of the publication of draft unit specifications for national literacy qualifications. • Further develop opportunities for moderation to ensure continuity, progression and consistency of standards
Year 3	<ul style="list-style-type: none"> • Review and act on evaluation of progress made in Year 2 • Review moderation arrangements at school and cluster level • Monitor standards of attainment in literacy through an ongoing process of self evaluation

6.4 To support schools to achieve outcomes against the above key actions, the Education Authority will:

- Support and develop effective leadership and commitment within and across sectors to work collaboratively to engage with the literacy outcomes.
- Identify and support challenging and enjoyable opportunities for developing literacy skills across the curriculum

- Provide opportunities for collaboration among staff including supply teachers, peripatetic staff, support staff, support for learning and other specialists
- Identify and disseminate good practice in literacy
- Ensure the effective management and deployment of resources to support the teaching of literacy as a permeating theme
- Seek the views of children and young people and of teachers to evaluate the effectiveness of these approaches
- Monitor and review standards of achievement and attainment in literacy through existing quality assurance procedures
- Plan and deliver CPD to support related pedagogical developments.

2010-11

- Provide CPD to pre-school and primaries on active literacy strategies through CPD Calendar and in-school support
- Provide support on literacy across learning for secondary practitioners through central CPD and in-school support
- Provide support and CPD on moderation, the use of the National Assessment Resource and On Track with Learning
- Launch Reading School accreditation
- Review Fiction Keys to Literacy and make available Information Keys to Literacy
- Continue to collate and share good practice in literacy across learning through mediums such as GLOW and VIEW
- Continue roll out of MIE approaches to one more cluster
- Continue to promote Books for All provision for pupils with ASN
- Implement new policy on support for children with EAL
- Provide an Authority response to the national literacy action plan
- Re-establish the Dyslexia Working Group to issue guidelines for schools
- Develop a delivery model for the Intensive Support for Reading programme following the new ASN team structure

2011-12

- Monitor and evaluate impact of key actions to inform future developments and CPD needs
- Provide an Authority response to draft unit specifications for national literacy qualifications.
- Further CPD on literacy across learning, planning, assessment and moderation

2012-13

- Monitor and evaluate impact of key actions to inform future developments and CPD needs
- Consider the findings of the Scottish Survey of Literacy and Numeracy

This strategy paper will be reviewed in light of new national developments in June 2011 and thereafter annually.

