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Literacy Strategy

Structure

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Foreword

Literacy development is a key national and international priority. The Scottish Government's Literacy Action Plan was published in October 2010. It states that, "our overarching vision is… to raise standards of literacy for all from the early years to adulthood." This sits very well with our determination in South Lanarkshire to deliver educational services of the highest standard, supporting all learners to achieve the best possible outcomes for themselves.

I am delighted to commend our new Literacy Strategy to you. The publication of this new strategy represents a key initiative in our drive to promote achievement and educational attainment. It was developed over a period of two school sessions by a group which included representatives from a wide range of backgrounds. The group was co-chaired by Elizabeth King, Principal Educational Psychologist and Janey Mauchline, Quality Improvement Officer.

Colleagues working throughout Education Resources will already be playing a key part in raising standards of literacy in South Lanarkshire. This strategy will support you in making even more progress towards achieving the goal of a literate South Lanarkshire with a population whose literacy skills enable them to engage fully and confidently with modern society and the workplace.

Larry Forde
Executive Director
Education Resources

Introduction

What is literacy and why does it matter?

Literacy is defined in Curriculum for Excellence, 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."

"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.

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."
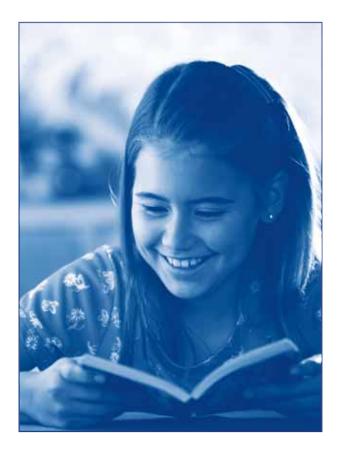
(Curriculum for Excellence, Literacy and English, Principles and Practice, 2009)

Socio-economic disadvantage and poverty are the most important causes of correctable poor literacy. Poor literacy has negative effects on the life chances and achievement of children and young people. Children need to move beyond a basic level of literacy in order that they can fully engage with modern society and the workplace.

There should be a sustained policy commitment from all levels of government and educational management to address the issue of improving standards of literacy at all levels.

"A focus for local authorities should be to ensure that best practice is shared in order to develop consistent, effective, multi-agency strategies that meet the emotional as well as the literacy needs of children in their care."

(Literacy Commission Report, 2009)

"Literacy is about more than reading and writing - it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy … finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms on paper: on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of 'literacy as freedom'."

(UNESCO, Statement for the United Nations Literacy Decade, 2003-2012)

"Digital media in literacy continues its rise in importance as a key skill in every discipline and profession."

(The Horizon Report, 2012)

Trends in literacy in Scotland and South Lanarkshire

The key national and international surveys which monitor aspects of literacy in Scotland are the Scottish Survey of Adult Literacies (2009), the OECD Programme for International Student Assessment (PISA) and the previous Scottish Survey of Achievement (SSA) which has now been replaced by the Scottish Survey of Literacy and Numeracy (SSLN).

We know from the SSA that the majority of children in Scotland develop good literacy skills in early primary and we also know from national assessment data up to 2009 that it would indicate the same is true for children in South Lanarkshire. However, both national and local data also indicates that a minority of children do not develop these skills and also that as learners progress from primary into secondary the proportion achieving expected literacy levels decreases.
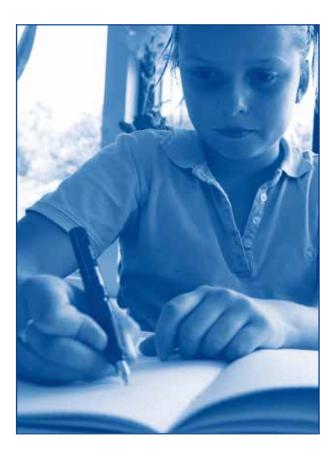
Available statistics suggest that nationally, large numbers of learners are currently entering secondary school with levels of literacy skills which do not equip them to tackle the curriculum effectively. Figures also suggest that there are large socio-economic differences. The Literacy Commission report found that approximately

"18.5% of learners leave primary school without being functionally literate, that is some 13,000 youngsters a year at current population levels. However, there is considerable local variation with a range of between 10% and 26% correlating to different levels of socio-economic disadvantage."

(The Report and Final Recommendations of the Literacy Commission, 2009)

Research would indicate that those with poor levels of literacy do not show progress in those skills throughout secondary school. The Scottish Survey of Achievement (2009) gave statistics for children with "well established or better" skills in reading in P7 and S2. The survey found that whereas 75% of learners had well established or better skills of reading in P7, this reduced to just over 40% by the second year in secondary; the proportion with well-established or better skills in writing reduced from about 50% to 33% over the same period.

Research would also indicate that the ability to develop fully the Curriculum for Excellence capacities require good levels of literacy and language and the richness of a child's overall learning experience is likely to be much reduced where illiteracy is a barrier.

Overarching Aims

The literacy strategy sets the context for:

- improving levels of literacy and attainment in language;
- ensuring all children and young people experience a curriculum which is rich in good literacy experiences and opportunities which promote better outcomes for children and young people;
- promoting partnership with parents/carers and other agencies in order to maximise shared knowledge and available resources;
- ensuring all stakeholders understand the impact of socio-economic factors in literacy development and promote better outcomes for these learners;
- promoting early literacy skills;
- supporting the provision of early evidence-based intervention for literacy difficulties;
- ensuring a confident and effective workforce by building the capacity of all staff in all sectors to develop appropriate skills and knowledge;
- providing appropriate guidance and learning opportunities for adults who want to improve their literacy skills.

Extended Management Team and Local Authority

Roles and responsibilities

Education Resources (Education Management Team) has a strategic role in:

- promoting a shared vision so that there is a common aim for all to work towards;
- ensuring the implementation of the literacy strategy and holding a strategic overview of developments and performance issues;
- setting out its advice on South Lanarkshire Council's strategy and supporting guidance for staff;
- promoting specific developments, within the overall framework of this strategy, through a range of other guidance including the Adult Literacy Strategy and the English for Speakers of Other Languages (ESOL) strategy;
- fulfilling its responsibilities in line with the requirements of the national literacy strategy;
- promoting awareness of the importance of the development of literacy skills, including the positive impact on young people's lives of well developed literacy skills, and the damaging effect of difficulties with literacy;
- involving children, young people and their parents/carers, and adult learners in developments relating to the literacy strategy;
- providing Continuing Professional Development (CPD) programmes to enable employees to deliver the outcomes set out in the strategy;
- providing opportunities, within the framework of the identified priorities of these programmes, for staff to gain appropriate formal qualifications;
- promoting partnership working with parents/carers and providing information to enable them to support their children's literacy development;

- ensuring that children and young people, and adult learners, who face barriers to acquiring literacy skills are identified, so that targeted support can be provided at the earliest possible point (early intervention);

- securing a range of services and maximising resources to support the development of literacy skills;

- identifying appropriate performance management indicators and quality assurance arrangements to ensure all staff are working to an agreed set of outcomes;

- monitoring the attainment in literacy of all children, young people and adult learners, to identify trends and take appropriate action to secure the best possible outcomes for all learners;

- addressing patterns of difficulties with a particular focus on groups at risk of low achievement in literacy skills;

- ensuring no adverse effect from this policy on disadvantaged groups, through the impact assessment process, and through involving disadvantaged groups in impact assessment processes where appropriate;

- promoting partnership working with other agencies to ensure that the full range of expertise can be made available to address the difficulties of those children, young people and adult learners who face barriers to acquiring literacy skills.

Early years and pre-school

This strategy recognises the crucial role of national guidelines of Pre-Birth to Three and Curriculum for Excellence in securing strong foundations for young children's literacy development.

Development background

A wide variety of factors support the emergence of literacy in young children:

- the early learning environment for babies and young children plays a crucial role in laying the foundations for literacy;

- there are strong links between oral language development and literacy development;

- for babies and young children all learning takes place in a social context. Parents/Carers and families play a vital role in the development of early literacy skills, through their early interactions with their children from birth when talking, playing and reading;

- babies and young children learn very rapidly. By age 5, the different parts of the brain involved in language and literacy are becoming organised and connected. Experience of print, vocabulary and language ability, knowledge of sounds and real world knowledge mutually reinforce each other;

- children arrive in early years establishments with widely varying levels of language and vocabulary, world knowledge and prior exposure to literacy and reading;

- the provision of high quality experiences delivered by well qualified staff is crucial in bridging the gap, as poor language at school entry can begin a downward spiral of poor literacy and achievement;

- the transmission of values and beliefs about literacy plays a key motivational role for young learners. It is therefore essential that, alongside parents/carers, early years staff place a high value on literacy and have positive aspirations for all children.

0-3 age group

Roles and responsibilities

Partners play a vital role in the 0-3 age group in supporting the development of babies and young children. As many children do not attend a childcare setting under the age of 3, their main support link will be to services within the NHS e.g. public health practitioners and community paediatricians. Provision for parents/carers looking for childcare for their children under the age of 3 is varied and can include childminders and private and local authority nurseries. For this age group, effective collaboration and communication between all partners within the Getting It Right For Every Child (GIRFEC) framework and Pre-Birth to Three guidance is essential, and needs to focus on the provision of positive outcomes for children.

- Integrated Children's Services (ICS) can provide coordinated interventions for children and families, including advice regarding early play and learning experiences as well as supportive parenting practices.
- Specialist Support Teachers provide support and advice for families and establishments from birth where appropriate.
- The Psychological Service provides advice, assessment and training support to early years establishments and parents/carers. The service also coordinates the Early Years Multi Agency Team (EYMAT) process for children with significant additional support needs.
- South Lanarkshire Council's under 3s guidance, 'Together We Can', promotes the importance of literacy development and supports staff in planning opportunities that promote and develop babies and young children's early literacy skills, tracking their progress and identifying their next steps.
- All partners need to have a common understanding of the factors that promote early literacy development, and a shared commitment to the promotion of such factors within their own discipline/framework.

3-5 age group

Roles and Responsibilities

Managers of partner providers, heads of centres and primary head teachers have overall responsibility, supported by services within education, for the delivery of an effective early years curriculum within the Curriculum for Excellence framework. All staff have the responsibility for ensuring the environment is rich in literacy experiences and that opportunities are well planned and of a high standard.

- Management will identify a Literacy Co-ordinator who will lead and give guidance to staff.
- Management will ensure appropriate and relevant CPD opportunities are available for all staff to ensure that they are knowledgeable and skilled in the delivery of effective literacy experiences.
- Literacy opportunities will be firmly embedded in children's play experiences to facilitate optimum learning.
- There will be a focus on the development of vocabulary and language, and phonological skills, especially for those with identified needs.
- Staff will focus on assessment and gathering evidence on individual children to track their progress in literacy.
- Establishments will use a range of approaches and resources to encourage and advise parents/carers as to how to engage with their children in ways that develop language and pre-literacy skills.
- Establishments, in working with other colleagues, will develop ways of supporting and advising parents/carers who have poor literacy skills.
- Within the GIRFEC agenda, staff will liaise with all agencies to identify and support children who need additional support.

The Role of the Specialist Support Teacher

- Specialist Support Teachers provide support and advice to families of children with additional support needs.
- This support continues when the child moves to nursery and includes advising nursery staff on appropriate interventions to support children's literacy.
- On transition to P1, relevant information and advice on individual children is shared with primary schools.

Transition
Roles and responsibilities

The early level within Curriculum for Excellence is now shared between early years and primary establishments. In order to ensure continuity and progression in children's literacy learning, it is crucial that information passed on can be used to ensure a clear starting point for next steps.

- Early years establishments will have rigorous assessment approaches for gathering information on children's literacy learning skills.
- Early years establishments will provide information to primary 1 teachers through the transition document that gives clear, concise and purposeful information regarding children's pre and early literacy skills.
- Primary one teachers will use information provided by early years establishments on individual children's early literacy development to inform next steps in their literacy learning.
- Partners will be involved in multi-agency information sharing and planning for the transitions for individual children with additional support needs. This includes the EYMAT process chaired by the Psychological Service for children with significant additional support needs. Parents/carers will be centrally involved in this process.

School aged children and young people

Within each learning community there will be a descriptor of roles and responsibilities to ensure that the development of literacy skills is progressed between primary and secondary schools. Each learning community will determine who has responsibility and they will be named and known by all concerned. There are key personnel who may be identified to achieve this.

- Secondary Senior Management Team (SMT) with responsibility for primary/secondary liaison and Primary Head Teachers.
- Subject Principal Teachers to develop curricular links across departments and with P6/P7 teachers.
- Literacy Co-ordinator.
- Pupil Support to ensure smooth transition.
- All teachers regardless of sector/subject have responsibility for developing literacy skills.
- Home/School Partnership.
- School Librarian.

Education Resources encourages learning communities to build capacity through liaison processes and working groups across the learning communities to ensure cohesion and consistency of approach to the development of literacy.

Primary school aged children

Roles and responsibilities

The Role of the Senior Management Team

Senior Managers will:

- identify a member of the Senior Management Team (SMT) with lead responsibility for literacy;
- ensure that developing literacy is a priority in Improvement Plans, Forward Plans and around the school;
- ensure appropriate and relevant CPD opportunities are available for all staff (liaising with the CPD Co-ordinator if this is a different member of staff);
- adopt a range of approaches to monitor and evaluate the provision of literacy;
- develop models of sharing good practice throughout the school and within the learning community;
- ensure, in conjunction with the Head of Education (Area), there is a common understanding of standards across the learning community.

The Role of the Literacy Co-ordinator

The development and promotion of literacy is identified as a key responsibility for all teachers within the broad framework of Curriculum for Excellence. The role of the Literacy Co-ordinator must complement this general responsibility. The Co-ordinator will demonstrate an enthusiasm for the promotion of literacy in learning and have the commitment to support colleagues in ensuring that all learners and young people achieve positive literacy outcomes. Where possible, time should be identified across the school year to support the work being done by the Co-ordinator.

The Literacy Co-ordinator can undertake a number of tasks to support the development of literacy. These may include some or all of the following:
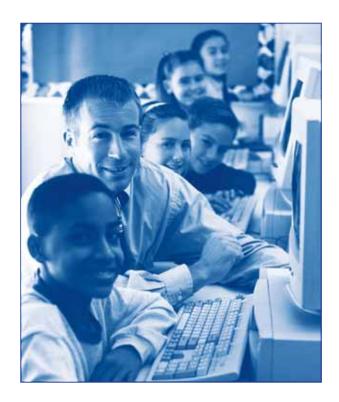
- work closely with the Head Teacher to plan for implementation;
- coordinate the development of a school position statement for literacy, which takes account of national and local authority guidelines;
- liaise with colleagues to identify current provision within the establishment;
- broaden their own CPD by attending local and national events;
- disseminate their learning by organising and leading CPD events within the establishments or, on occasion across the Learning Community;
- facilitate the sharing of good practice across departments and sectors;
- contribute to whole school improvement planning and self-evaluation processes.

The Role of the Class Teacher

Developing literacy skills is the core business of primary schools and underpins all learning, therefore all teachers are leaders in literacy and must:

- ensure the development of literacy is carefully planned, indicating clear learning intentions and assessment focus to meet the needs of all learners;

- give learners opportunities to experience a range of learning and teaching strategies including collaborative and active learning and the use of Information and Communications Technology (ICT);

- plan for a range of assessment activities that allow children to demonstrate their learning in different contexts;

- maintain effective records of the ongoing assessment activities and observations in order to track pupil attainment;

- gather appropriate evidence to endorse professional judgement in each aspect of literacy across the breadth, challenge and application of learning;

- demonstrate progress in critical literacy in each child, moving from dealing with straightforward information towards analysing, evaluating and being aware of the trust they should place on evidence;

- use assessment information to inform next steps in planning and reporting on progress.
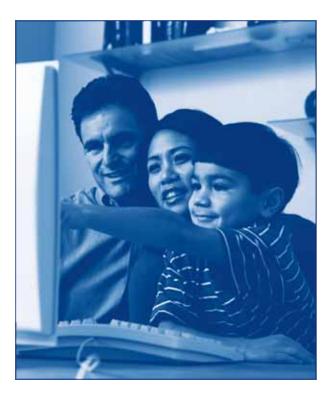
The Role of the Specialist Support Teacher

Specialist Support Teachers fulfil the five Support for Learning roles:

- providing advice to schools on appropriate intervention strategies and a range of available resources, including IT, to help meet pupils' needs and promote greater access to the curriculum;

- direct teaching of individual pupils and small groups, using focused educational programmes to develop and sustain literacy skills;

- working in partnership with class teachers to promote inclusion and, through differentiation of materials and methods, support the learning of all children;

- providing a range of specialist services including assessment, liaison with Psychological Services and other agencies and supporting pupils across major transitions;

- being involved in partnership with schools in developing and supporting curricular initiatives aimed at improving literacy.

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Transition – primary to secondary

As stated in 'Building The Curriculum 5', "Transfer of clear information about each child's or young person's progress, achievements and support needs is necessary. Staff at the next stage can use this information to ensure that they build on children's and young people's previous learning and experiences". (Building the Curriculum 5, a Framework for Assessment, Scottish Government 2010)

It is essential that all relevant information about literacy is shared with the secondary school in a useful and effective way. It is also important that all those involved have a clear understanding of how they deliver literacy and a shared understanding of standards.

This could be achieved through:

- secondary staff exploring opportunities for team teaching in primary schools (and vice versa) to develop an understanding of methodology being used in the different sectors;
- common approaches to teaching and learning, e.g. common correction codes, use of the same self/peer-assessment methods etc.;
- ongoing outreach and in-reach programmes for learners across the sectors;
- detailed profiling from primary to secondary which includes all aspects of literacy as well as achievements and learning needs with regard to which experiences and outcomes have and have not been met.

The Importance of Partnership Working

The development of strong literacy skills is crucial to lifelong learning. Managers and practitioners, therefore, need to apply the principles of the GIRFEC framework.

Partnership working is key to the success of GIRFEC. There are a range of partners who may be involved at any time.

- Parents/Carers.
- Public Health Nurses/School Nurses.
- Home/School Partnership Workers.
- School Support Assistants.
- Speech and Language Therapists.
- Psychological Services.
- Local Authority 'extended team' – English as an Additional Language, Behaviour, Support for Learning.
- Integrated Children's Services.
- Social Work Resources.
- Voluntary Sector.

Secondary school aged children and young people

Roles and responsibilities

The Role of the Senior Management Team

Senior Managers will:

- identify a member of SMT with lead responsibility for Literacy;
- provide clear direction to staff;
- identify priorities in working towards full implementation of 'Literacy across Learning';
- identify a literacy co-ordinator as a practitioner who will lead others to ensure quality provision to learners;
- support the co-ordinator in audit, improvement planning and self-evaluation;
- ensure the commitment of all staff in addressing literacy learning experiences in their courses;
- adopt a range of approaches to monitoring and evaluating provision;
- support staff in the provision of quality CPD and facilitate dissemination of good practice.

The Role of the Literacy Co-ordinator

The development and promotion of literacy is identified as a key responsibility for all teachers within the broad framework of Curriculum for Excellence. The role of the Literacy Co-ordinator must complement this general responsibility. The Co-ordinator will demonstrate an enthusiasm for the promotion of literacy in learning and have the commitment to support colleagues in ensuring that all learners and young people achieve positive literacy outcomes. Where possible, time should be identified across the school year to support the work being done by the Co-ordinator.

The Literacy Co-ordinator can undertake a number of tasks to support the development of literacy. These may include some or all of the following:

- work closely with the Head Teacher to plan for implementation;
- coordinate the development of a school position statement for literacy, which takes account of national and local authority guidelines;
- liaise with colleagues to identify current provision within the establishment;
- broaden their own CPD by attending local and national events;
- disseminate their learning by organising and leading CPD events within the establishments or, on occasion across the Learning Community;
- facilitate the sharing of good practice across departments and sectors;
- contribute to whole school improvement planning and self-evaluation processes.

The Role of Heads of Department/Faculty

All subject leaders will understand that:

- literacy skills need to be addressed consistently and systematically across the curriculum;
- there should be a coherent approach to the development of literacy skills;
- there should be an audit of literacy outcomes and experiences, and these should be identified in the course programmes for the subject;
- departmental self-evaluation, using 'How Good Is Our School', will assist departments in ensuring that learners are consolidating their literacy skills.

The Role of Class Teachers

The development of more complex language skills underpins the ability to refine higher order thinking skills. The two are interlinked. Listening and talking in groups helps young people to articulate their ideas and have them subject to scrutiny and challenge by others. The writing process helps children and young people to set out, sequence, prioritise and order their ideas. Teachers are aware of this importance in the teaching and learning in their lessons, and should take this further to consider broadening the variety of resources which can support literacy development. In reflecting on their practice, teachers will understand the importance of:

- collaborative and active learning to allow children to explore ideas and develop their thinking;
- learning being supported by good literacy skills (and the opposite is true, poor literacy skills impede learning);
- developing literacy skills as a shared responsibility, and that collaborative planning will improve the delivery;
- including a range of media which learners will access and will impact on their literacy development;
- supporting the development of literacy through ICT which can help in a number of ways, including: encouraging learners to engage with text; presenting and organising information; developing communication skills; developing media literacy;
- all teachers working with pupil support colleagues to ensure the needs of all learners are met;
- maintaining pupil profiles.

The Role of the Specialist Support Teacher

Specialist Support Teachers fulfil the five Support for Learning roles:

- providing advice to schools on appropriate intervention strategies and a range of available resources, including IT, to help meet pupils' needs and promote greater access to the curriculum;

- direct teaching of individual pupils and small groups, using focused educational programmes to develop and sustain literacy skills;

- working in partnership with class teachers to promote inclusion and, through differentiation of materials and methods, support the learning of all children;

- providing a range of specialist services including assessment, liaison with Psychological Services and other agencies and supporting pupils across major transitions;

- being involved in partnership with schools in developing and supporting curricular initiatives aimed at improving literacy.

The Role of Support for Learning

Support for Learning staff can perform a crucial role in identifying the needs of learners and having plans in place to ensure literacy development is coherent across all areas. This can be managed by:

- consulting with managers and teachers to plan and resource learning strategies to meet learners' needs;

- encouraging differentiation and the use of ICT;

- ensuring information on pupil progress is disseminated, including to parents/carers;

- sharing responsibility for classroom practice with teachers, including supporting individuals and groups;

- sharing learning and teaching approaches and strategies with colleagues;

- direct teaching of specific programmes to learners;

- being involved in CPD, both participation and delivery to staff;

- involving, where necessary, the range of specialist services to agree an Additional Support Plan (ASP), or Co-ordinated Support Plan (CSP).

The Role of the School Library/School Librarian

Learners already associate the school library with developing their reading skills. The school librarian has an important role to play in:

- providing a stimulating environment with which learners will engage;
- promoting reading for enjoyment, including inviting visiting authors and arranging video conferences with authors;
- providing a wide variety of texts and resources, including ICT to encourage skills in using these in a discerning way;
- working with teaching colleagues to provide cross-curricular critical skills programmes.

The Importance of Partnership Working

The development of strong literacy skills is crucial to inclusion. Therefore, managers and teachers need to be familiar with the GIRFEC framework, to work towards successful transition from one sector/stage to another, particularly when considering post-school opportunities. At all levels we need to engage with partners and other agencies to ensure appropriate provision for all learners. Partnership with parents/carers is vital to the development of the child as is removing barriers of all kinds through a multi-agency approach. There are a range of possible partnerships.

- Parents/carers.
- Home/School Partnership.
- Psychological Services.
- NHS staff.
- ICS.
- South Lanarkshire Council's English for Speakers of Other Languages.
- Area Behaviour Support Bases.
- Outreach area pupil support provision.
- School Support Assistants.
- Joint Assessment Team members.

Transitions – Secondary to Employment/ Further Education

It is also important to ensure careful profiling for learners who are making the transition from school to post-school provision. This is particularly necessary for those who have identified literacy needs; these young people need to be supported by the relevant adult education sector.

The following list includes those who may be involved in such transition.

- Parents/carers.
- Pupil Support staff.
- Relevant SMT with responsibility for S4/5/6.
- Skills Development Scotland.
- More Choices More Chances Co-ordinator.
- Universal Connections staff.
- Partner Agencies such as South Lanarkshire College, Motherwell College and Blantyre Training Unit.
- Local employers.

Increasingly, schools are measured, as much by the sustained positive destination statistics of learners as by attainment in SQA examinations. It is important to monitor that those who have left school are supported and, indeed, in positive destinations through the School Leavers' Destination Report, which is ultimately passed to the Scottish Government.

Additional Support Needs in Literacy

Overview

Many children develop literacy skills easily, whilst others experience varying degrees of difficulty in acquiring either basic or more advanced levels of literacy. These children and young people can be said to have additional support needs and will require more support than their peers in order to progress.

Difficulties in literacy can vary in a number of ways: which areas of literacy they affect; how severe the needs are; the degree to which skills can be improved and difficulties overcome; and the extent to which literacy difficulties are accompanied by other additional support needs.

The most common factors affecting literacy development, either directly or indirectly, are:

Environmental factors:
- home support;
- school attendance;
- high quality teaching;
- being Looked After.

Developmental/learning factors:
- language development/oral skills;
- memory;
- phonological skills and ability;
- visual/auditory problems;
- motor skills;
- attentional ability;
- emotional or behavioural difficulties;
- significant learning difficulties;
- having an Autistic Spectrum Disorder;
- having English as an Additional Language.

Often factors interact in complex ways. Difficulties can manifest themselves in different ways at different stages of a child's development

Dyslexia

Estimates vary widely as to the incidence of dyslexia, but is one of the most commonly cited reasons for the occurrence of additional support needs in literacy. Those affected struggle to learn to read and spell with varying degrees of severity. However, it is complex both to identify and respond to dyslexia: environmental factors can compound vulnerabilities, and early identification of and targeted intervention with children struggling to learn to read and spell can make a big difference to outcomes for many, including those identified as being dyslexic. Nevertheless, those most profoundly affected can require significant ongoing support over the long term in relation to learning.

For historical reasons, there are two definitions currently in use within Scotland, one from the British Psychological Society, and one recently adopted by the Scottish Government. They are broadly similar, but emphasise different aspects of this complex area. These are included in Appendix 2, along with some explanation and analysis of their implications.

Both definitions are viewed as acceptable to be used by South Lanarkshire Council, which takes the view that assessment in relation to dyslexia should follow the same principles and have the same purposes as delineated elsewhere in this document in relation to meeting the needs of children with additional support needs in literacy. In particular, struggling early readers need to be identified as early as possible, and targeted interventions implemented.

Meeting the needs of children with additional support needs in literacy

There is ample provision of evidence-based advice nationally and within the local authority regarding meeting the differing needs of children with literacy difficulties depending on the child's learning profile and the nature of the difficulties, and the use of this information and guidance is strongly encouraged by the local authority

There are a number of key, evidence-based principles associated with improving outcomes for learners experiencing literacy difficulties.

- Teachers who are skilled at adapting the learning environment, materials and methods to meet the needs of all individual learners are most likely to lead learners to higher levels of literacy achievement, including those with additional support needs.

- The majority of learners will continue to experience literacy difficulties without appropriate instructional intervention, and may fall further and further behind, with possible wider impact across all learning, and which may have a lifelong detrimental impact on educational and economic choices and chances.

- Accurate and early assessment and identification of individual needs is the key to developing literacy skills. Children at risk of failure can be identified, in many cases, much earlier than was previously thought, and can demonstrate significant improvement with early identification, support and intervention.

- For many children, time limited, small group or individual interventions are effective.

- A few learners will need significant support over a longer period, and for a very small number of learners, a significant amount of support will be necessary throughout their school career.

- Quality literacy interventions can also be effective in raising literacy achievement in learners in secondary school and should therefore be promoted as appropriate.

- The provision of targeted IT can be very effective for children with additional support needs in literacy.

- Careful ongoing assessment and monitoring of progress is required within establishments.

- Good communication with parents/carers is important, as is the provision of support to parents/carers to enable them to support their children's literacy learning.

- Good information sharing, communication, collaboration and coordination with other professionals is essential in identifying, planning for and implementing additional support and should take place within the staged intervention and GIRFEC frameworks.

- Curricular literacy programmes/approaches should avoid focusing narrowly on word level skills – literacy is about communicating and reading for meaning.

Roles and Responsibilities

Local authority

Under the Standards in Scotland's Schools (2000) Act, there is a presumption that most children will attend their local mainstream school, and that it is the duty of the local authority to help develop each child's abilities to their fullest potential. Under the Additional Support for Learning) (Scotland) Act 2004 (amended in the Additional Support for Learning) (Scotland) Act 2009, the local authority also has a duty to identify children and young people's additional support needs and make adequate and efficient provision to meet them.

With respect to literacy, this involves the following:

- providing appropriate support, resources and intervention, individualised as necessary, to ensure all learners can progress to their potential;
- building capacity of staff within mainstream schools and ASN establishments to enable them to meet the literacy needs of learners with additional support needs through the provision of CPD opportunities, advice and guidance that enable staff to have appropriate up to date knowledge and skills;
- identifying and monitoring needs, and the effectiveness of support provided;
- responding to parental requests for assessment;
- enabling specialist arrangements for assessments;
- supporting research and development and its dissemination within the authority regarding best practice in meeting the needs of children and young people with additional support needs in literacy. Rigorous evaluation of initiatives in relation to improving educational outcomes. The Psychological Service Research and Development team and the Psychological Service Learning and Literacy team will provide support here, in addition to the support provided by individual Educational

Psychologists to individual schools, children and families;

- advising schools in relation to the identification, assessment and intervention approaches regarding dyslexia (usually Psychological Service and specialist support teachers).

Primary school

The class teacher:

- has the primary responsibility of meeting the literacy learning needs of all his/her learners, including those with additional support needs;
- has thorough up to date knowledge of principles and practices of high quality literacy teaching appropriate to the child's skill level;
- ensures literacy is taught across all learning, particularly for those learners with additional support needs in literacy;
- highlights any child causing concern in a timely way;
- provides formative and summative assessment information about that child's learning;
- contributes to Additional Support Plans (ASPs).

The Support for Learning Co-ordinator:

- ensures an effective in-house referral process is in place;
- provides help and support for teachers;
- ensures interventions and supports are appropriate to the needs of individual learners and able to be implemented correctly;
- liaises with Area Extended Team Specialist Support Teachers in order to provide appropriate resources, assessments, parental support;
- ensures ASPs are in place for children with additional support needs in literacy, and that they contain details of programmes, methods, targets and evaluations;
- arranges meetings for teachers, parents/carers, learners and other professionals as appropriate to review/evaluate ASPs;
- ensures an effective process is in place for consulting with and requesting assistance from professionals within the education resource, and professionals from other agencies within the GIRFEC framework;
- keeps parents/carers informed and involved;
- ensures a range of specialist assessment arrangements are in place as appropriate (see appendix on page 18).

The head teacher (some tasks may be delegated to the Support for Learning co-ordinator):

- ensures all aspects of literacy development are delivered in a coherent, systematic way for children who have additional support needs in literacy;
- organises all programmes and support within an assessment using the GIRFEC framework, 'using' establishment resources, and drawing on specialist advice and support as appropriate (e.g. provision of homework clubs, speech and language therapy assessment and advice);
- ensures parents/carers are involved in the processes, and are provided with support as appropriate (e.g. signposted to ICS home-school partnership);

- ensures all staff have the skills, knowledge and undertake training opportunities in order to be well equipped to promote the best literacy outcomes for children;
- maintains an overview of the work of the Support for Learning co-ordinator;
- liaises with the Educational Psychologist regarding individual casework and school-level literacy initiatives.

Secondary schools

The class teacher:

- has a responsibility of meeting the literacy learning needs of all his/her learners, including those with additional support needs, regardless of specialist subject;
- seeks help and advice from the Principal Teacher of Additional Support Needs regarding differentiation and support for children struggling with literacy.

The principal teacher of additional support needs:

- provides advice, support and guidance to colleagues regarding meeting the needs of learners with additional support needs in literacy;
- ensures arrangements are in place for the assessment of learners and the provision of programmes as appropriate;
- ensures a range of Specialist Assessment Arrangements are available and deployed as appropriate (see appendix on page 18);
- liaises with the Educational Psychologist.

Considerations regarding the needs of particular groups of learners

- Learners with an Autistic Spectrum Disorder (ASD) – may require help with structuring narratives; interpreting figurative or inferential language; need more emphasis placed on functional writing; use of social stories to aid comprehension.
- Learners with Downs Syndrome – will benefit from a sight reading approach which makes full use of the learners' strengths as visual learners to help them learn more successfully.
- Learners with Dyslexia – see Dyslexia Scotland's toolkit for staff. *http://www.dyslexiascotland.org.uk/assessing-dyslexia-toolkit*
- Learners with English for Speakers of Other Languages (ESOL) – benefit greatly from a highly visual approach and the use of a dual language dictionary.
- Learners with a Hearing Impairment (HI) – require more concrete materials, reinforcement of vocabulary, e.g. tenses and word endings may be missed out because they have not been heard.
- Learners with severe and complex learning difficulties who are unable to learn to read – can find interest and enjoyment in a sensory approach to literacy.
- Learners with a specific language difficulty – benefit from spelling support strategies and specific arrangements, including the use of a word processing package for written work, reader/scribe.
- Learners with speech and language difficulties – all staff should adopt the recommended strategies put forward by the speech and language therapist.
- Learners with a Visual Impairment (VI) – require more concrete materials for literacy; require very clear presentation of materials, e.g. large print, specific font, use of technical equipment.

Range of Specialist Assessment Arrangements

- Use of ICT.
- Use of reader and/or scribe.
- Access to dual language dictionary.
- Use of signs.
- Additional time.
- Opportunities for breaks during assessments.
- Decision to use alternative system(s) of assessment.

Youth Learning Service

Within South Lanarkshire there are nine Youth Learning Service (YLS) establishments (Universal Connections). Staff engage young people aged 12-24 in a variety of formal and informal settings in all of the learning communities offering a variety of learning opportunities to enhance their personal and social development. YLS promote "Life Long Learning" and staff are aware of the importance and inclusion of literacy across learning. YLS will promote literacy development within the service as follows.

The Role of Area Co-ordinator (Literacy)

The Area Co-ordinator (Literacy) will:

- implement the literacy strategy throughout YLS establishments;
- identify learning and development opportunities for YLS staff;
- identify learning and development opportunities;
- develop links with schools to share information ;
- contribute to the development of literacy programmes within YLS;
- continuously audit resources within YLS.

The Role of Team Leaders/Team Workers

Team Leaders/Team Workers will:

- provide a variety of learning opportunities which will have a positive impact on a young person's literacy development;
- involve young people in the development of learning opportunities with positive experiences and outcomes to express and challenge their thinking including: 'Links 2 Life', specialist school programmes (transition, self-esteem, truancy, substance misuse);
- encourage young people to embrace modern technology to develop literacy skills including: i-pad, e-reader, DS Lites;
- develop links within the learning communities to share information on the development and progression of young people;
- identify appropriate specialist services to plan individual support needs (through consultation with young person);
- access joint training opportunities to upskill YLS staff on formal education procedures and approaches.

Partnership Working

Partnership working is essential to ensure the appropriate resource is used to develop the identified needs of young people. To ensure young people develop appropriately, YLS staff utilise the GIRFEC framework, enhancing young people's literacy skills to positively engage Life Long Learning. The following partner agencies could be accessed.
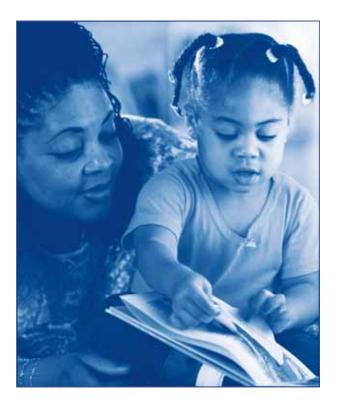
- Parents/Carers.
- YLS Staff (Universal Connections).
- Pupil Support Staff.
- Skills Development Scotland.
- More Choices More Chances Co-ordinator.
- Further Education establishments.
- Training providers – Forward training, Rathbone, ITEC.

Transitions

Youth Learning Services engage young people through key transitions in their life; primary school/secondary school, secondary school/further education, secondary school/training opportunities, secondary school/employment, dependence/independence. To ensure these transitions are as seamless as possible for young people with identified literacy needs, YLS staff engage with a network of agencies to provide the most suitable guidance and support. The following partner agencies could be accessed.

- Parents/Carers.
- YLS Staff (Universal Connections).
- Pupil Support Staff.
- Skills Development Scotland.
- More Choices More Chances Co-ordinator.
- Further Education establishments.
- Training providers – Forward training, Rathbone, ITEC.

Library Service

Early Years - 0-3 age group

Public library employees play an important role in supporting parents/carers by offering family opportunities in the local libraries to participate in regular, fun and friendly events for babies, toddlers, pre-schoolers and their families to enjoy together. The sessions (which are led by trained library staff) include songs, stories and rhymes and they also re-enforce the importance of reading aloud and interacting with children to enjoy books. Membership of the library at this early stage fosters an understanding of the enjoyment of books and reading in a community.

Early Years – 3-5 age group

Public library employees build on the earlier work at 0-3 age group and build on a collaborative approach with social work, early years and the health service to provide incentive schemes to encourage book borrowing and library membership and the enjoyment of sharing books at home with a parent/carer. Provision of dual language books also enhances the "sharing" approach to reading.

Primary Schools

Close links are promoted with primary schools, class teachers being invited to participate in the library skills visits programme, ensuring that as many children as possible are introduced to their local library and understand how to use it for both finding information and extending their personal reading choices. A number of libraries offer "homework clubs" to offer extra support to children and some libraries offer introductory class sessions on the local history of their area. Summer reading "challenges" are run annually to encourage both the enjoyment of reading and the retention of the reading habit during the school holidays.
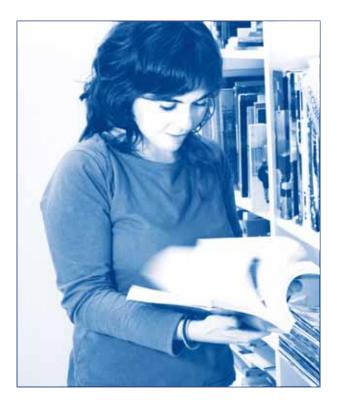
Secondary Schools

School libraries play an important role in reaching the 10% of children (National Literacy Trust, Setting the Baseline, 2011) who have never been to a library and libraries, whether public or school, allow choice outside the material that teachers or parents/carers may be promoting. Public library staff link with schools to deliver summer reading programmes, class visits and local history experiences to enrich literacy and research skills.

Adult Readers and Service Users

Library staff provide support to emergent readers through appropriately selected books, "Welcome to Your Library" sessions and links with the Community Learning and Development Service. Books and newspapers in community languages are also provided for minority ethnic communities. Reading groups in libraries provide the opportunity for readers of all ages and abilities to see reading as not just a solitary experience but also a social and cultural one.

Adults

The Scottish Government's Literacy Action plan has established Scotland's overarching vision for all learners – to raise standards of literacy for all from early years through to adulthood.

Specifically for adults, the Scottish Government's vision is:

'By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.'

The Scottish Survey of Adult Literacies (2009), represents the biggest survey of adult literacies levels undertaken in Scotland.

The survey found that 73.3% of the Scottish working age population have a level of literacy that is recognised internationally as appropriate for a contemporary society; around one quarter of the Scottish population (26.7%) may face occasional challenges and constrained opportunities due to their literacies difficulties, but will generally cope with their day to day lives; and within this quarter of the population, 3.65% (one person in 28) face serious challenges in their literacies practice.

It is estimated that 51,100 adults (26% of the population) in South Lanarkshire have poor literacy skills - with 9,600 (4.9%) being functionally illiterate.

For adults (16 years and above) residing or working in South Lanarkshire, a free confidential service is available to anyone requiring support with literacy.
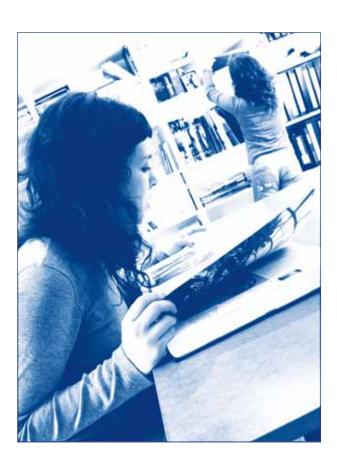
Evaluating impact of the strategy

If literacy standards across South Lanarkshire Council are to be improved, the progress of our learners must be evaluated. The approaches used by practitioners and educational establishments to raise standards in literacy must also be evaluated in terms of their effectiveness in supporting learners of differing abilities. It is only through this reflection that we will be able to identify approaches which are successful, and those which need to be redefined or changed.

The impact of the literacy strategy will be evaluated in the following ways:

- an annual survey of establishments will be carried out to identify current practice and trends in attainment.

- a range of performance information e.g. National Qualifications data, will be routinely reviewed in order to identify improvements in literacy.

- South Lanarkshire Council will promote and share good evaluation practice and encourage others to learn from it. Advice will be offered on effective evaluation to those establishments which request it as they develop new literacy initiatives and pilot projects.

- South Lanarkshire Council will establish a structure to facilitate and oversee the delivery of the actions contained within this plan.

- a progress and monitoring report will be prepared and submitted to the Education Management Team for consideration every three years.

- the refocused Scottish Survey of Literacy and Numeracy (SSLN) will allow the Government to monitor the progress of learners' literacy skills over time at the national level at key points in primary and secondary schooling – at P4, P7 and S2. It will be important to carry out a comparison between the national picture and that of South Lanarkshire.

- Her Majesty's Inspectorate (HMI) has a key role in evaluating the literacy skills of learners and making recommendations where improvements are needed. HMI also has a role in identifying and disseminating good practice, and the newly merged Education Scotland will work in partnership with local authorities to take this forward.

- monitoring of South Lanarkshire Council HM Inspection reports will be carried out to help identify trends and effective practice in improving the literacy skills of learners.

- the key measure for adults, offered through the National Performance Framework, which includes the National Indicator: 'reduce the number of working age people with severe literacy and numeracy problems' will be reviewed in order to identify improvements in literacy.

Research and bibliography

This bibliography signposts readers to background information, research and advice in this area. It is not a comprehensive review.

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Snowling, M.J. & Stackhouse, J. (2006). Dyslexia, speech and language: a practitioner's handbook (2nd Edn). London: Whurr.

General

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http://www.dyslexiascotland.org.uk/

The government-supported dyslexia toolkit, a resource for early years workers and teachers:
http://www.dyslexiascotland.org.uk/assessing-dyslexia-toolkit

National literacy trust
http://www.literacytrust.org.uk/

UK Literacy Association
http://www.ukla.org/

Play, Talk and Read
http://www.playtalkread.org/

Appendix 1 - Glossary of terms

ASD	Autistic Spectrum Disorder
ASN	Additional Support Needs
ASP	Additional Support Plan
CfE	Curriculum for Excellence
CPD	Continuing Professional Development
CSP	Co-ordinated Support Plan
ESOL	English for Speakers of Other Languages
EYMAT	Early Years Multi Agency Team
GIRFEC	Getting It Right For Every Child
HI	Hearing Impairment
ICS	Integrated Children's Services
ICT	Information and Communications Technology
NHS	National Health Service
OECD	Organisation for Economic Cooperation and Development
PECS	Picture Exchange Communication System
PISA	Programme for International Student Assessment
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SSA	Scottish Survey of Achievement
SSLN	Scottish Survey of Literacy and Numeracy
UNESCO	United Nations Educational Scientific and Cultural Organisation
VI	Visual Impairment
YLS	Youth Learning Service

Appendix 2 - Definitions of dyslexia

The definition which is currently adopted by the Scottish Government and which is included in the South Lanarkshire Council Dyslexia leaflets for parents and teachers, states:

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and/or visual processing of language-based information;
- phonological awareness;
- oral language skills and reading fluency;
- short-term and working memory;
- sequencing and directionality;
- number skills;
- organisational ability;
- Motor skills and co-ordination may also be affected.

Research suggests that dyslexia occurs on a continuum of difficulty with reading and spelling; that there may be different underlying weaknesses (e.g. phonological ability; memory) and that dyslexia can occur across all levels of general ability. The identification of support needs and provision of support should therefore be based on the same principles that govern the way the local authorities identifies and meets the needs of any child with additional support needs. It should be based on a functional and accurate assessment of an individual child's profile of strengths and development needs within the staged intervention process – not based on the provision of a label.

The British Psychological Society definition states that:

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy at the word level and implies the problem is severe and persistent despite appropriate learning opportunities (1999)

It is useful for the following reasons:

- It focuses on the word level skills that seem to be primarily affected by dyslexia, rather than broader literacy difficulties that can be affected but are normally secondary to word level problems.
- There are concerns about the explicit inclusion of the possible discrepancy between reading and cognitive abilities. Although this is true, this highlights the identification of more able dyslexic learners, even though difficulties can occur across all levels of cognitive ability, and, conversely, some learners with cognitive difficulties learn to read quite easily at a word level.
- Although the list of associated difficulties can be useful, they are NOT markers of dyslexia per se, and their inclusion in a definition is potentially misleading for parents and professionals, and lead them to lock onto particular difficulties/labels rather than address the child's ASN in the round, which may or may not involve the identification of dyslexia.

Both definitions are in current currency, and there are strengths in each.

The Scottish Government Dyslexia Toolkit is recommended as a very helpful up-to-date resource for teachers and other professionals

Appendix 3 - Literacy Capacities
(Learning and Teaching Scotland, 2001)

To enable our young people to become ….

Successful literate learners who can:

- think creatively and independently;
- communicate in different ways for different purposes and audiences;
- use technology for learning;
- use multimodal texts;
- link and apply learning in different situations – talking and listening, reading and writing and by using literacy skills across learning;
- select information from a variety of sources and use a variety of research skills;
- develop a good knowledge of strategies to help them tackle problems, e.g. reading unfamiliar texts;
- recognise and describe types of texts and their purposes;
- read for a variety of purposes;
- explore the richness and diversity of language and how it can contribute to their creativity;
- be motivated to engage with a variety of texts that are relevant to and are in their everyday lives;
- actively seek ways of improving their literacy skills.

Confident literate individuals who can:

- communicate confidently in a wide range of contexts;
- demonstrate good listening skills and respond appropriately to others;
- have a well developed vocabulary and understand the power of language;
- be critical thinkers who can recognise when they are being influenced and can justify their own point of view;
- use feedback to improve;
- express feelings and opinions confidently;
- see the relevance of literacy skills in their everyday experience and use skills, e.g. in organising themselves;
- confidently select texts and evaluate how well they met their needs;
- relate to others through what they have listened to, watched and read;
- use literacy skills to help them make decisions and weigh up the pros and cons of courses of action;
- understand and analyse a range of texts;
- appreciate what is unique and special about their own and other languages.

To enable our young people to become ….

Responsible literate citizens who can:

- develop knowledge of Scotland's place in the world by interacting with a variety of texts;
- avoid plagiarism and acknowledge their sources;
- interpret and evaluate information to help make decisions;
- support others with their learning, e.g. through paired reading and writing partners;
- think metacognitively;
- appreciate that people communicate in different ways;
- remain open and responsive to ideas of others and respect others' opinions;
- participate in activities in their own place of learning and beyond, e.g. using literacy to effect change;
- act as model communicators to others in and beyond their place of learning;
- use language to help them develop understanding of themselves and others in historical and cultural contexts.

Effective literate contributors who can:

- create and develop lines of argument and discussion;
- use communication to build relationships;
- take an active part in group discussions;
- bring the benefit of a wide range of their own learning experiences to lessons;
- build on ideas and opinions of others;
- share their interpretations of, and opinions on texts;
- offer alternative viewpoints in an appropriate way;
- give constructive, thoughtful feedback to others;
- recognise when others need help, e.g. to participate in discussions;
- explain to others the different strategies they use to make meaning from texts;
- follow a train of thought through to a conclusion;
- understand and analyse a range of texts.

Appendix 4 - Summary of Scottish Government Literacy Action Plan, 2010

The Vision

The aim of the literacy action plan is to raise standards of literacy for all from early years through to adulthood. The main focus will be to encourage better coordination and partnership working in order to improve the life chances of all with a particular focus on those with the lowest levels of literacy. From the Scottish Government to Local Authorities and key partners, action will be taken which reflects the needs of the individual.

Although approximately 3.6% of the Scottish population has very limited capabilities, this is closely linked to socio-economic status. Therefore a further ambition to break the link between poor literacy levels and deprivation, and to improve the skills of those who are vulnerable.

Early Years' Practitioners

Literacy development starts from birth. Early years settings develop the skills which lead to more advanced literacy skills such as critical thinking, analysis and evaluation. The action plan recognises that in the very early years the home learning environment for children from birth to three has a significant impact on cognitive and language development. Therefore, the action plan sets out key strategies within the early years to support parents/carers and practitioners.

The key strategies in the early years are:

- to work with partners who are implementing GIFREC and the Early Years Framework to ensure that the development of literacy skills features in their work;
- to strengthen connections with health partnerships, promoting the importance of literacy to parents/carers;
- to encourage reading through enjoyment

and to target vulnerable families in the second year of our Play talk Read campaign, emphasising the importance of building literacy and language skills in the early years;

- to promote the benefits of high quality play which build on early literacy and numeracy skills;
- to identify and share good practice around literacy in the early years and encourage practitioners to develop new and innovative approaches;
- Early Years practitioners will use Curriculum for Excellence as the basis for supporting a child's development of their early literacy skills;
- to ensure transitions are effective and focus on shared approaches to learning and teaching, assessment and moderation;
- to develop an appropriate approach for each learner, meet individual needs and identify those who require additional support at an early stage;
- to work with the Scottish Qualifications Authority (SQA) and Scotland's Colleges to ensure qualifications for early years practitioners continue to have a focus on literacy skills;
- to continue to pilot the Family Nursing Partnership which facilitates literacy development in the early years through its focus on family health and well-being and to support access to education and employment;
- to work with adult literacy and numeracy partners to ensure that parents/carers with their own literacy difficulties can access support.

Lanarkshire young need development years Scottish reading place Lanarkshire yo
teaching opportunities national Learners teachers early Average secondary teaching opportun
needs years dyslexia Teacher dyslexia years needs
years difficulties approaches CPD level intervention different Council practitioners difficul
Council staff additional primary people Council adult role school CA range Literacy identify word focus national better staff additional primary peo
better appropriate levels standards benefit promote supporting involved education levels standards appropriate benefit

School aged children and young people

- All teachers now have a responsibility to help develop literacy skills.
- Practice should be tailored to the local context and the individual needs of the learner with more targeted support for young people who require it.
- Practitioners should make use of all proven teaching methods such as synthetic phonics and paired reading to develop an appropriate approach for each learner.
- Practitioners must ensure more young people develop their advanced literacy skills e.g. interpreting and analysing texts which will assist with learning across the curriculum.
- Teachers will be supported on literacy development and assessment. Assessment from Primary one onwards will focus on identifying individual learning needs.
- Early diagnosis of support needs and learning difficulties.
- Practitioners should engage in ongoing CPD to develop their practice.
- Reporting on achievement and progress will include literacy from Primary one onwards.
- National Qualifications will support literacy skills and provide formal recognition for learners

Literacy in schools: our role

- Literacy will feature as a priority in training for all including Initial Teacher Education.
- CPD opportunities focused on literacy should be systematic and ongoing.
- All children and young people will have their literacy skills assessed on an ongoing basis from Primary one onwards using National Assessment Resource (NAR)
- From Primary one onwards reports to parents/carers will include information on literacy and development needs.
- Quality assurance and moderation of assessment should be in place to ensure consistency of standards across the system.

- The focus on raising standards of literacy skills will continue into and throughout every stage in secondary school.
- Learners develop advanced literacy skills set out in Curriculum for Excellence Levels 3 and 4
- All new National Qualifications will support the development of literacy skills across the curriculum and help raise overall standards. In addition, new Units in literacy at SCQF levels 3, 4 and 5.
- There will be a continued focus by schools and teachers in involving parents/carers in the literacy development of their children.

Inclusion

Early identification of additional support needs and the diagnosis of learning difficulties is of great importance.

Local Authorities will be encouraged to:
- introduce personalised assessments and diagnosis at Primary one and at other appropriate stages;
- put in place early identification of support needs;
- encourage all early years' practitioners to be aware of and act on both the personalised assessment and learning and support needs information;

All educational practitioners should be able to use appropriate assessment approaches in order to recognise then assist learners with additional support needs;

Local Authorities, schools and practitioners should be able to demonstrate in their planning how they will draw effectively on resources to provide additional help to those who need it to advance their literacy skills.

The Scottish Government will:
- promote the National Framework for Inclusion;

- work with Dyslexia Scotland to promote web-based resource for teachers including the dyslexia toolkit.

The senior phase
Everyone is entitled to a senior phase of education between the ages of 15 – 18.

All young people are to be given an appropriate offer of post-16 learning with opportunities to continue to develop their literacy skills.

A pilot of Activity Agreements in ten local authorities offered tailored support for those in danger of not making a positive transition to employment, education or training. An evaluation of these Activity Agreement pilots was published on the Scottish Government website in October 2011.

Adults
Some adults will continue to need support for ongoing development of their literacy skills. Learners have different needs at different times in their lives and support should reflect this, particularly at crucial transition points. Adults must have the choice of a variety of learning opportunities with flexible delivery methods and learning programmes which are relevant to their lives.

The role of key service providers
- Colleges: to prepare learners for qualifications including the new literacy units. Literacy skills should be promoted in all courses and qualifications.
- Community based learning services need to have a strong focus on literacy development in the provision they offer.
- Employers should provide support for employees to improve their literacy skills in order to advance their careers.
- Those in custody should be given opportunities to develop their literacy skills.

Adult Literacies 2020: Strategic Guidance
The key national policy framework for action to improve adults' literacy skills is the Adult Literacy and Numeracy Strategy. Following the recent publication of the Scottish Survey of Adult Literacies 2009, the Scottish Government has now published the key document Adult Literacies 2020: Strategic Guidance.

The Scottish Government will:
- work with service providers and delivery partners to ensure that adults are aware of and have access to appropriate opportunities for literacy learning, with a particular focus on social inclusion, health and well-being and family learning;
- ensure learners experience high quality learning and teaching which enables them to progress towards their goal and receive recognition for their achievements;
- produce and implement a professional development framework for practitioners in a range of roles. This will include working with SQA;
- continue to improve the infrastructure of adult provision;
- research and monitor the impact of literacies development on adults, their families, communities and the country, to inform and improve future practice;
- work with partners to increase literacy learning opportunities for and within the workplace;
- encourage all agencies who work with young people and adults in the justice system to ensure resources are directed to identify and support those with specific literacy needs;
- continue to work with the Scottish Prison Service to redefine a new literacy screening tool for offenders;
- continue to work with SQA to provide a range of literacy qualifications for adults, include those in the workplace.

Local Authorities

Local Authorities should have affective literacy strategies in place, spanning the stages of learning which are suited to local circumstances.

Effective strategies could include:

- an ongoing commitment to raising standards;
- proven teaching methods to develop an appropriate approach for each learner, for example: synthetic phonics in primary, paired reading and active learning. In adult learning this should meet their needs and reflect their interests and aspirations;
- high quality CPD which is systematic and ongoing;
- support for staff in all sectors;
- good quality, systematic evaluation built into literacy strategies which are then modified in light of findings;
- practitioners being encouraged to reflect on the impact of their teaching approaches and adapt and refine practice;
- the involvement of a wide range of partners;
- encouraging reading at home;
- partnerships to support literacy improvement: involving a wide range of partners would benefit local approaches to ensure that policies and plans which promote literacy are inclusive and consistent. Local partnerships could involve early years providers, childcare centres, adult providers, educational psychologists, speech and language therapists, employers, local libraries and local health partnerships, alongside schools and the national education agencies.

Working together

The impetus for literacy development and the effective use of resources will be promoted and targeted at national level. The Scottish Government and its agencies will facilitate broader partnerships including those agencies outwith the formal education sector, and will identify the key support relating to literacy currently begin delivered in all sectors. All key stakeholders must be aware of existing frameworks and provision in order to target future priorities and encourage effective inter-agency working.

Locally, it will be important to develop partnerships to support literacy improvement involving a wide range of partners who would benefit local approaches to ensure that policies and plans which promote literacy are inclusive and consistent, and are embedded across schools and their communities. These local partnerships could involve early years providers, childcare centres, adult providers, educational psychologists, speech and language therapists, employers, local libraries, and local health partnerships, alongside schools and the national education agencies.

Evaluating progress

Progress at both the individual and collective level must be evaluated. Approaches used by practitioners, educational psychologists, local authorities and national government must also be evaluated in terms of their effectiveness in supporting learners in order to share best practice and target areas for improvement.

Evaluation methods

- National Performance Framework which includes the National Indicator: "Reduce the number of working age people with severe literacy and numeracy problems"

- The Scottish Survey of Literacy and Numeracy will; monitor the progress of learners; literacy skills at P4, P7 and S2.

- Benchmarking progress internationally through involvement in the OECD's Programme in International Student Assessment (PISA).

- HMI has a key role in evaluating the literacy skills of learners and making recommendations for improvement as well as identifying and disseminating good practice.

- National and Scottish Government agencies such as Education Scotland will share good evaluation practice to those authorities that wish it as they develop new literacy initiatives.

- A Standing Literacy Commission will facilitate and oversee the delivery of the actions contained within this plan and report to Parliament on progress over three years.

Appendix 5 - South Lanarkshire Council Contextual Data

Appendix 5 contains demographic and comparative information on deprivation, attainment, attendance and the destinations of school leavers. This information is used in providing a contextualised comparative analysis of the performance of South Lanarkshire Council. The performance of Education Resources is shown across time and in comparison to both the national position and the average performance of a group of similar local authorities.

2001 Census Data

- 17.7% of children lived in households where no adult worked
- 12.1% of working age residents were employment deprived
- 16.8% of the total population were income deprived
- 14.0% of population in receipt of housing benefit and council tax benefit
- 15.2% of children received free school meals
- 27.3% received clothing grants

Further information can be found on the South Lanarkshire Council website at the following address:

http://www.southlanarkshire.gov.uk/improve

In the tables below CA = Comparator Authorities - a group of education authorities which are most similar to each other in terms of various socio-economic and demographic factors. South Lanarkshire Council's comparator group is: Clackmannanshire Council, Falkirk Council, Fife Council, North Lanarkshire Council and West Lothian Council.

Percentage of learners registered for free school meals			
Primary	2008/09	2009/10	2010/11
South Lanarkshire	15.7	20.8	24.1
CA Average	17.3	20.7	22.0
National	16.7	19.8	22.6
Secondary	2008/09	2009/10	2010/11
South Lanarkshire	12.0	16.5	16.4
CA Average	13.0	15.6	16.7
National	12.2	14.4	15.2

Percentage of learners registered for clothing grants			
Primary	2008/09	2009/10	2010/11
South Lanarkshire	27.0	28.1	28.8
Secondary	2008/09	2009/10	2010/11
South Lanarkshire	23.7	24.8	24.5

Percentage of learners attaining the appropriate level for their stage (or better)

Primary	2007/08	2008/09	2009/10
P3 Level A or above in Reading	87.5	87.4	87.3
P3 Level A or above in Writing	88.0	90.1	87.2
P7 Level D or above in Reading	79.9	82.2	82.3
P7 Level D or above in Writing	64.9	65.1	66.0

Secondary	2007/08	2008/09	2009/10
S2 Level E or above in Reading	70.2	73.3	75.4
S2 Level E or above in Writing	57.3	59.0	61.3

SQA Attainment - By the end of S6

English and Maths @ level 3 or better	2009	2010	2011 Pre
South Lanarkshire	92.3%	92.6%	93.9%
CA Average	92.2%	93.3%	94.3%
National Average	92.5%	92.9%	94.0%

5 + @ level 3 or better	2009	2010	2011 Pre
South Lanarkshire	90.2%	90.4%	91.5%
CA Average	91.1%	92.0%	92.6%
National Average	91.3%	91.4%	92.4%

5 + @ level 4 or better	2009	2010	2011 Pre
South Lanarkshire	76.6%	78.1%	80.7%
CA Average	75.8%	78.2%	80.2%
National Average	78.1%	79.1%	80.9%

5 + @ level 5 or better	2009	2010	2011 Pre
South Lanarkshire	47.4%	50.9%	52.3%
CA Average	44.4%	47.7%	50.7%
National Average	48.0%	50.3%	52.9%

1 + @ level 6 or better	2009	2010	2011 Pre
South Lanarkshire	43.0%	48.1%	49.6%
CA Average	40.4%	43.9%	47.0%
National Average	44.2%	46.6%	49.4%

3 + @ level 6 or better	2009	2010	2011 Pre
South Lanarkshire	30.2%	33.7%	34.4%
CA Average	27.3%	30.1%	31.9%
National Average	31.0%	33.2%	34.9%

5 + @ level 6 or better	2009	2010	2011 Pre
South Lanarkshire	18.8%	22.2%	22.5%
CA Average	17.3%	19.5%	21.1%
National Average	20.5%	22.3%	23.5%

1 + @ level 7 or better	2009	2010	2011 Pre
South Lanarkshire	11.2%	12.5%	12.6%
CA Average	11.2%	12.6%	13.2%
National Average	13.5%	14.6%	15.4%

Pre = Pre-appeal

Educational Context

Percentage of learners staying on to S5 (Post Xmas)

	2007/08	2008/09	2009/10
South Lanarkshire	66.1	70.5	75.7
CA Average	62.7	65.5	70.7
National Average	65.0	67.0	71.9

Percentage of Total Absences (excluding Temp Exclusions)

Primary	2008/09	2009/10	2010/11
South Lanarkshire	4.7	5.0	5.2
CA Average	4.9	5.1	5.3
National Average	4.8	5.1	5.2
Secondary	2008/09	2009/10	2010/11
South Lanarkshire	9.1	8.4	8.5
CA Average	9.3	9.4	9.5
National Average	8.8	8.7	8.8

Number of Exclusion incidents per 1,000 learners

Primary	2007/08	2008/09	2009/10
South Lanarkshire	8	7	6
CA Average	14	12	10
National Average	15	13	12
Secondary	2007/08	2008/09	2009/10
South Lanarkshire	117	91	90
CA Average	110	102	90
National Average	106	91	82

Average Number of Half Days Absence per Pupil

Primary	2008/09	2009/10	2010/11
South Lanarkshire	18	19	20
CA Average	19	20	20
National Average	18	19	20
Secondary	2008/09	2009/10	2010/11
South Lanarkshire	35	32	32
CA Average	35	36	36
National Average	33	33	33

School Leaver Destinations - Percentage entering:

Higher Education	2008/09	2009/10	2010/11
South Lanarkshire	38.1	38.0	37.0
CA Average	32.9	33.1	34.0
National Average	34.9	35.7	35.8

Further Education	2008/09	2009/10	2010/11
South Lanarkshire	22.3	22.7	24.0
CA Average	28.4	28.8	28.9
National Average	27.0	27.1	27.1

Training	2008/09	2009/10	2010/11
South Lanarkshire	8.2	7.6	6.4
CA Average	6.4	6.8	7.3
National Average	5.1	5.2	5.6

Employment	2008/09	2009/10	2010/11
South Lanarkshire	17.8	17.6	19.2
CA Average	16.7	16.8	17.3
National Average	18.4	18.5	19.3

Unemployed and seeking employment or training	2008/09	2009/10	2010/11
South Lanarkshire	11.1	12.4	11.1
CA Average	13.5	12.7	9.8
National Average	11.5	11.3	9.6

Unemployed and not seeking employment or training	2008/09	2009/10	2010/11
South Lanarkshire	1.5	0.9	1.3
CA Average	1.5	1.2	1.2
National Average	1.6	1.3	1.2

Destination unknown	2008/09	2009/10	2010/11
South Lanarkshire	0.7	0.6	0.2
CA Average	0.4	0.5	0.2
National Average	1.2	1.2	0.6

If you need this information in another format or language, please contact us to discuss how we can best meet your needs.
Phone: 0303 123 1015 Email: equalities@southlanarkshire.gov.uk

www.southlanarkshire.gov.uk