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.

Competence and confidence 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 staff 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 help them to develop their language skills further.

1. **How is the Literacy Framework Structured?**

The experiences and outcomes are published separately from the Literacy and English experiences and outcomes. The literacy experiences and outcomes are set out in three key organisers: listening and talking, reading and writing. They promote the development of critical and creative thinking as well as competence in: personal, interpersonal and team-working skill and the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media and place great emphasis on the development of critical literacy skills.

Within these key organisers there are a number of subdivisions:

- Enjoyment and choice- providing opportunities for young people to make increasingly sophisticated choices.
- Tools- skills and knowledge
- Finding, organising and using information - include, in reading, critical literacy skills
- Understanding, analysing and evaluating- encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.
- Creating texts- opportunities which will help children and young people to develop their ability to communicate effectively

The level of achievement at the fourth level has been designed to approximate to that associated with SCQF level 4.

2. **What do we mean by Literacy?**

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.
3. **Why is Literacy across the Curriculum Important?**

There are many reasons why literacy is given such prominence in the curriculum:

- 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.
- Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum.
- Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.
- Provides children and young people with the knowledge, skills and attributes for learning, life and work.

4. **Who is Responsible for Developing Literacy across the Curriculum?**

All staff – from the early years, through primary and secondary education, in youth work settings and in colleges – are in a position to make important contributions to developing and reinforcing the literacy skills of children and young people, both through the learning activities which they plan and through their interaction with children and young people. Schools and their partners need to ensure a shared understanding of these responsibilities and that the approaches to learning and teaching will enable each child and young person to make good progress in developing their literacy skills. **The greatest impact for learners will come from all staff, in all learning environments, including rich literacy experiences as part of their day-to-day learning and teaching programmes.**

For staff and other staff, it means asking the question, ‘How am I meeting the literacy needs of the learners in front of me?’

5. **What are the Implications for Learning and Teaching?**

The statements of experiences and outcomes emphasise that learning is an **active** process: for example, the outcomes stress *making* notes, rather than the passive activity implied by *taking* notes...

**Staff** might want to consider the ways in which they use listening, talking, reading and writing for learning day to day in their teaching programmes.

**Do you provide learners with opportunities to?**

**Listening and talking for learning**
- Engage with others in group and class discussions of appropriate complexity?
- Learn collaboratively – for example, when problem solving?
- Explain their thinking to others?
- Explore factors which influence them and persuade them in order to help them think about the reliability of information?

**Reading for learning**
- Find, select, sort, summarise and link information from a variety of sources?
- Consider the purpose and main concerns in texts, and understand the differences between fact and opinion?
- Discuss similarities and differences between texts?

**Writing for learning**
- Make notes, develop ideas and acknowledge sources in written work?
- Develop and use effective vocabulary?
- Create texts – for example, presentations – which allow learners to persuade/argue/explore ideas?
In planning for learning in any subject area it is important for staff to ensure that children and young people encounter a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

<table>
<thead>
<tr>
<th>Examples of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>novels, short stories, plays, poems</td>
</tr>
<tr>
<td>reference texts</td>
</tr>
<tr>
<td>the spoken word</td>
</tr>
<tr>
<td>charts, maps, graphs and timetables</td>
</tr>
<tr>
<td>advertisements, promotional leaflets</td>
</tr>
<tr>
<td>comics, newspapers and magazines</td>
</tr>
<tr>
<td>CVs, letters and emails</td>
</tr>
<tr>
<td>films, games and TV programmes</td>
</tr>
<tr>
<td>labels, signs and posters</td>
</tr>
<tr>
<td>recipes, manuals and instructions</td>
</tr>
<tr>
<td>reports and reviews</td>
</tr>
<tr>
<td>text messages, blogs and social networking sites</td>
</tr>
<tr>
<td>web pages, catalogues and directories</td>
</tr>
</tbody>
</table>

- Do subject specific staff know and understand their responsibility in the teaching and development of key literacy facts as well as the importance of integrating and applying them in relevant and imaginative contexts in day to day learning?
- Are learners aware of the importance of good literacy skills?
- Are pupils given specific strategies, to allow them to: set individual literacy targets and develop understanding of how good literacy skills improve their life chances and enhance their quality of life?

6. **What are the Key Assessment Features?**

As literacy is the responsibility of all staff, and because of the importance of literacy across all aspects of a young person's learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy. Staff and learners need a common understanding of expectations in literacy across all curriculum areas, and discussion and sharing examples of work will help to achieve this. Approaches to assessment should identify the extent to which children and young people can apply their literacy skills across their learning.

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to distil key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?
- Once attainment information is gathered and collated does it actually provide a clear picture of the progress of each learner?
- How is this information used to plan learning and further action to be taken if any ground has been lost, gaps are apparent or concepts need to be reinforced?
7. **What does excellence in Literacy look like?**

- Literacy is integrated across all areas and all stages of learning.
- Literacy teaching and learning is purposeful, relevant and encourages creativity and ingenuity.
- Well-planned activities allow children and young people to use a range of skills for learning, life and work in real and relevant contexts. Staff and others plan how best to enhance learner’s literacy skills across the curriculum.
- Learners experience an extensive range of learning and teaching approaches. Contexts for learning are challenging, enjoyable and enterprising and include creative and investigative activities. Through these activities they develop skills for learning, skills for life and skills for work.
- Literacy demands across the curriculum are acknowledged and supported by all staff at all stages of learning.
- Staff and learners have a shared vision and goals for teaching and learning literacy skills. All those involved have an agreed understanding of effective literacy practice.
- Learning communities work together to enhance literacy across learning, setting appropriately high expectations for all within learning, teaching and assessment arrangements.
- Teaching and assessment approaches reflect the principles of *Curriculum for Excellence*.
- Learners have choices in their learning, they understand that excellent learning means being able to show or explain it clearly to others in their own words, orally or in writing or pictures.
- Assessment practices are timely and integrated into daily learning, to monitor and assess learners’ progress to inform planning.
- Staff have a clear understanding of suitable pathways for literacy to help all learners achieve their potential.

8. **Reflective Questions for Developing Literacy across the Curriculum**

You may wish to consider these questions individually, during departmental meetings or in whole-staff meetings to stimulate professional dialogue and reflection and to inform future plans relating to literacy across learning.

1. **How can your department / stage improve collegiality in order to improve literacy across the curriculum?**
2. **How can expectations of reading, writing and listening and talking be shared across your school?**
3. **What literacy skills are especially relevant within each curriculum area?**
4. **In what ways could every department / stage be involved in taking responsibility for literacy initiatives?**
5. **What events and projects could be developed to involve parents in literacy learning?**
6. **How can staff confidence be developed in respect of their own understanding of literacy?**
7. **How can the overall profile of literacy be raised for pupils, parents and staff?**
9. **Useful Resources to use When Examining Literacy – Whole School:**

- **Improving Learning - Improving Literacy (Perth & Kinross Council, 2009)** provides a Literacy strategy for each school. It outlines the basic long-term goals for a course of action to improve learning and literacy in all our schools.
  
  - The Perth and Kinross Indicators provide a pathway of progression in numeracy early to fourth level; however are all staff clear about the expectations in learning that “sit under” each indicator? i.e. “what does a good one look like?”

- **Scottish Survey of Literacy and Numeracy (SSLN) 2011 – Professional Learning Resource**
  

- **Education Scotland Literacy**
  
  Support and advice on literacy as a responsibility for all
  

- **Learning Together: Developing Literacy and Numeracy across Learning**
  

- **Literacy across Learning using Active Learning Strategies - (Kirkintilloch High School, St Ninians High school (east Dunbartonshire)**
  

- **Literacy Across Learning at Auchinleck**
  
  Literacy across learning in Auchinleck Academy including critical literacy (extending writing in science)
  