

# Education, Children and Families

10am, Tuesday, 1 March 2016

## Edinburgh Integrated Literacy Strategy

<b>Item number</b>	8.4
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All

### Executive Summary

---

This report outlines progress with priorities within the 2015-2016 Edinburgh Integrated Literacy Strategy (EILS) action plan (Appendix 1) which ranges from Early Years to Adult Literacies. The report covers universal support and targeted interventions in Edinburgh, gives a brief overview of developments nationally and highlights aspects for continuing development.

The overarching vision of the strategy is to improve literacy skills and raise standards for all learners at all stages, enabling them to participate confidently in a wide range of roles in modern society and to contribute to their local community.

### Links

---

<b>Coalition pledges</b>	P5
<b>Council outcomes</b>	CO2, CO3
<b>Single Outcome Agreement</b>	SO3

## Edinburgh Integrated Literacy Strategy

### Recommendations

---

- 1.1 Note the progress with priorities within Edinburgh's Integrated Literacy (EILS) Strategy Action Plan 2015-16.
- 1.2 Note the continuing progress in Service improvement in literacy.
- 1.3 Note the progress made in closing the attainment gap/improving outcomes for the most disadvantaged 20 % and 30%.
- 1.4 Note the positive contribution the strategy makes to council outcomes and coalition pledges.

### Background

---

- 2.1 Literacy remains a key national and local priority. At national level, this has been reinforced by the introduction of the Scottish Attainment Challenge in 2015 and from January 2016, the National Improvement Framework (NIF).
- 2.2 Edinburgh's ambitious vision for literacy is to improve standards for all learners at all stages, ensuring that these outcomes are not undermined by poverty and inequality. Our ambition is also to equip all learners with the literacy skills that are essential for success in learning, life and work.
- 2.3 Key priorities are improving outcomes for the most disadvantaged children and young people and supporting families to help their children's literacy. Throughout, there is an emphasis on developing staff capacity to deliver active, engaging and inclusive learning experiences and on meeting the needs of all learners.
- 2.4 The EILS continues to be developed, delivered and monitored through a strong and effective multi-disciplinary partnership of CEC officers from across services and sectors. This includes Additional Support for Learning (ASL) specialists, educational psychologists and lead practitioners in schools. It also includes a range of external partners, for example NHS Lothian and Education Scotland. This successful partnership enables a wide range of lead practitioners to work together with a common purpose. It supports effective access to, and deployment of, resources across services within Schools and Community Services. It also ensures that EILS approaches are inclusive, with the focus firmly on meeting the literacy needs of all.

- 2.5 There continues to be two main strands to the EILS:
  - 2.5.1 Universal approaches to support the development of literacy skills and the progress, attainment and achievement of all learners;
  - 2.5.2 Targeted support, primarily in Positive Action (PA) areas, to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy.

## Main report

---

Strand 1: Universal approaches to support the development of literacy skills and the progress of all learners

### **Assessment Framework for Literacy**

- 3.1 Standardised tests in reading at the end of P4, P7 and S2 continue to provide Edinburgh schools with data to identify those learners who require additional support to develop their reading skills. These assessments also yield diagnostic information which supports teachers to better identify and meet the needs of children. Alongside this, schools work in conjunction with the English as an Additional Language (EAL) service to profile the stages of English of bilingual learners.

### **Progress through the Broad General Education (BGE)**

- 3.2 In session 2014-15 there has been an improvement at P4 and P7 in the percentage of pupils achieving (or better than) the expected CfE level in literacy (and numeracy). For P1 this has remained the same level as the previous year.
- 3.3 The percentage of pupils at S3 achieving the expected level in literacy has improved year on year for the past three sessions.
- 3.4 Full analysis of attainment in literacy, including 2015's standardised assessment data, is being prepared for the annual CEC attainment report, scheduled to go to committee later in 2016.
- 3.5 Quality Improvement Officers (QIOs) continue to provide follow up support and challenge to those schools where attainment in literacy is an aspect for improvement.
- 3.6 Attainment data are also used by to identify schools with high numbers of children requiring additional support to make progress with their reading.

### **The National Improvement Framework (NIF)**

- 3.7 The key priorities of the NIF introduced in January 2016, include improvement in attainment, particularly in literacy and numeracy. From 2016 local authorities will be required to provide to provide the Scottish Government with annual data on a range of measures of children's progress, including CfE levels in literacy and numeracy.

- 3.8 Assessment of children's progress through CfE levels is one of the key drivers and the NIF acknowledges that the evidence on which it is based needs to be more robust and consistent. Standardised tests in literacy and numeracy will be introduced nationally in 2016/17 for P1, P4, P7 and S3 pupils. Data from these will contribute to the range of evidence teachers use to judge children's progress through CfE levels.
- 3.9 Primary and secondary assessment coordinators, many of whom are also literacy co-ordinators, continue to work in all schools and clusters to increase teachers' confidence in assessing children's progress through CfE levels. Activities include leading professional learning sessions on assessment and moderation and developing resources to support teachers' judgements.
- 3.10 Such support for planning and assessment continues to be a priority for development in literacy, in particular at primary levels. 7 lead practitioners from Edinburgh primary and secondary schools have been identified as Support Assessors in Group Discussion for the 2016 Scottish Survey of Literacy. The Assessors will receive full training from Education Scotland on standards and then carry out assessments of group discussion in a range of schools nationally. Following this, they will provide advice and guidance on standards to Edinburgh schools and deliver professional learning sessions on assessment of talking and listening. Their work will be eligible, on application, for General Teaching Council Scotland (GTCS) Professional Recognition.
- 3.11 Further work has been undertaken to refresh and review CEC 3-15 literacy (and English) skills progressions and Significant Aspects of Learning needed to achieve each CfE level. Core skills in reading, writing and listening and talking are being further highlighted so that teachers and young people are clear which essential literacy skills require to be developed and applied for learners to progress through the levels and for success in learning, life and work

### **Early Years Literacy**

- 3.12 Extensive 'Up, Up and Away' training continues to be provided to enable CEC staff to identify, and plan to meet, the literacy needs of young children.
- 3.13 There is a particular focus on those children who may be at risk of poor achievement and centrally-organised professional learning sessions have been very well attended. In addition, literacy co-ordinators, support co-ordinators and some educational psychologists have been trained in delivering training to others and given the training resources to use.
- 3.14 A review of 'Up, Up and Away' is currently underway based on feedback from practitioners.
- 3.15 Parent postcards and the Literacy Rich Environment toolkits continue to be widely used. A strategy to consolidate the city wide Peers Early Education Partnership (PEEP) is being developed to further promote parental engagement.

- 3.16 The Pre Five Assessment and Planning Trackers (APTs) have been effective in supporting progression. Education Scotland has commented positively on them and they have been shared with other authorities. A survey was issued to all early years establishments to further evaluate the impact of the trackers. Following the feedback from the survey, a review of the APT is currently underway.
- 3.17 There are Literacy Co-ordinators in every Early Years Centre (EYC) who are part of a working group to share good practice and ensure that high quality literacy experiences are provided for the children most at risk of failing in literacy.
- 3.18 A peripatetic teacher is now allocated to each centre to support literacy development, working closely with the literacy co-ordinator.
- 3.19 The Pre-birth to Three Quality Assurance group has organised quality assurance visits to every EYC to monitor and evaluate literacy provision across all stages. Good practice will be shared and support provided as required.
- 3.20 The Reading Rainbows book gifting (which since 2014 included a book with a numeracy theme) is continuing and has been extended to Gypsy Traveller Children and those children looked after at home. Feedback gathered from parents and carers is very positive, with high numbers (90.5%) reporting feeling more confident about learning and reading with their children.
- 3.21 The Assertive Bookbug Outreach Programme, funded by the Scottish Government, continues to be rolled out to vulnerable families in their own homes with training for staff and partner organisations. One of the main aims of this work is to ensure that most of the EYCs have at least two staff trained. Currently the focus is on ensuring that training is being put into practice in working with vulnerable families.
- 3.22 Bedtime Stories is an Edinburgh initiative that has developed out of the Early Years Collaborative. It has increased parents' book sharing with their children. Many early years settings are now taking forward bedtime stories on the same model. Boxes of new and exciting books to help staff in early years settings choose books have been put together by Information and Learning Resources. All literacy co-ordinators will receive training on Bedtime Stories and will introduce this into their centre. This gifting will continue.
- 3.23 Using the Early Years Collaborative Approach, officers have audited city- wide use of the Early Years Literacy resources (APTs, Environmental Toolkits, Bedtime Stories, Up, Up and Away and 'Building the Ambition') and created a self-evaluation tool for all establishments. This work is ongoing.
- The implementation of consistent approaches to teaching reading - the Literacy Rich Edinburgh P1 phonics reading programme
- 3.24 The Primary 1 Literacy Rich phonics reading programme continues to be the core resource used in primary schools. It is designed to improve the decoding and comprehension skills of all learners. There is a very wide range of support materials now embedded in schools and extensive training for new P1 teachers continues to

take place every August .These support consistent and effective approaches to delivering the programme.

3.25 Feedback from the training sessions on the implementation of the programme continues to be very positive.

3.26 In all aspects of the standardised assessment we use to measure progress annually in May, the P1 city average is well above the national average.

The Literacy Rich Edinburgh P2 phonics reading programme

3.27 The P2 Programme, with the same aims, principles and structure as the P1 programme, is also now well- embedded in primary schools.

3.28 As with the P1 training sessions, feedback continues to be very positive.

3.29 Both programmes in terms of training and implementation continue to be monitored by the Literacy Working Group and QIOs in their visits to schools.

Literacy and Dyslexia - the Edinburgh framework for identifying and meeting additional needs in literacy

3.30 This resource continues to be used effectively at school, cluster and locality level to generate further expertise in teaching literacy. A small -scale review of the guidelines has recently been undertaken so they can be updated. Feedback from schools shows that the literacy and dyslexia checklist and the related actions to improve skills are the areas that they find most valuable.

3.31 Professional learning sessions on making effective use of these guidelines continue to be delivered by support co-ordinators at establishment and city level.

3.32 The Literacy and Dyslexia Support Service has one secondary teacher on secondment this session, and aims to increase the numbers of secondary staff trained in this area.

### **The implementation of consistent approaches to teaching writing - the 'Big Writing' approach**

3.33 This approach offers a structured, progressive approach to teaching writing and supports primary teachers to deliver consistent, high-quality learning experiences in writing. Two twilight sessions delivered by a primary lead practitioner with extensive experience of implementing a whole school approach to 'Big Writing' have been offered to date this session. These were attended by 60 teachers in total and evaluations remain very positive. Twilight professional learning sessions will be offered again in 2016/17 in response to demand from Primary Literacy Co-ordinators.

3.34 A full one day training session will take place in March 2016. One place will be offered to every CEC primary school and to neighbouring authorities. The CEC database, showing schools and practitioners who have received training in this approach, continues to be updated.

- 3.35 A quantitative review of the impact of this approach to teaching writing is will be carried out by two Educational Psychologists in 2016, based on a sample of primary schools.

### **Literacy – the responsibility of all within Curriculum for Excellence**

- 3.36 Literacy co-ordinators continue to take a leading role in all primary and secondary schools, in Early Years Centres, in some special schools and within School Support Services. This helps ensure that literacy remains a priority for establishments.
- 3.37 Positively evaluated Primary and Secondary Network Meetings, which are interactive and support professional reflection and leadership, continue to provide opportunities to share practice and resources and to hear about local and national initiatives.
- 3.38 Innovative practice from Portobello High School was shared at the first Secondary Literacy Co-ordinator meeting of session 2015/16. The focus was on a shared approach to Raising Attainment for All and the Scottish Attainment Challenge.
- 3.39 Resources and literacy strategies are shared and collated through the Office 365 sharing platform. The use of this platform continues to be promoted across the network and is being used to help schools coordinate assistance with Literacy projects using this interactive resource.
- 3.40 In 2015/16, the focus of professional learning for secondary co-ordinators is on the development and application of core literacy skills across learning and their importance. Leading work undertaken by literacy co-ordinators in 2015-16 includes:
- 3.40.1 A S1 Literacy across Learning Case Study with video published for the SQA.
- 3.40.2 Further Case Study publication planned to showcase Portobello High School's S3 Literacy Tracking project, using iPads to track Literacy outcomes across the curriculum. Examples from the pilot study to be discussed.
- 3.41 Two network meetings for each sector are planned for session 2016/17, to include a joint primary/secondary meeting. School librarians are now also being invited to attend at least one Secondary Coordinators' meeting.

### **Developing the Reading School**

- 3.42 An exciting new CEC programme which promotes reading for enjoyment as a skill for life has been developed in collaboration with librarians and class teachers. Reading Around Scotland is designed as a reading journey around the country and has incentives built in to encourage pupils to read more, and more widely. It is currently being piloted in 4 primary schools.
- 3.43 The pilot, which finishes in June 2016, is monitored and supported by the Manager of the Information and Learning Resource Service and the EILS Development Officer (DO). They are carrying out a full evaluation of the impact of the programme, in partnership with the schools and children involved. Initial feedback suggests

pupils find Reading Around Scotland very motivating and that it is helping them learn about the country.

- 3.44 After two successful bids for funding from the Education Scotland Access to Education fund and the Foyle Foundation, Forthview Primary has completely refurbished and restocked its library to provide a wider choice of engaging reading materials.
- 3.45 The school's adult reading group continues to meet regularly. It has a dedicated area in the school library and was given funding to buy books.
- 3.46 4 CEC schools now have a Patron of Reading. This is a part of a national scheme where a designated professional children's author works with a specific school to inspire pupils' love of books and reading. The current Patrons of Reading are Linda Strachan (Liberton High School) Janis Mackay (Sciennes Primary) and Joan Lennon (Queensferry Primary). Forthview is the process of identifying a new Patron to work with them.
- 3.47 A professional learning session, open to all practitioners, 'Creating a Reading School' ,was offered by the Headteacher of Forthview Primary and CEC literacy officers in October 2015. This will be offered again in 2016/17. The session was very positively evaluated. A number of primary schools have subsequently asked for support and advice from the Manager of the Library and information Resource Service on reorganising their libraries
- 3.48 A set of resources for schools to use with parents is being produced, in order to give consistent advice about encouraging reading for enjoyment with children at home.
- 3.49 We also continue to work to extend the skills and expertise of primary staff in this area. A whole day Reflective Reading training session for literacy leaders was offered in November 2015.The day was attended by 24 practitioners and a primary QIO and was very well received. Several schools are now using the Reflective Reading approach and have been asked to evaluate its impact.
- 3.50 We also continue to support paired reading in schools, through partnership working with business, individual volunteers and by offering training, as required by schools and partners.

Strand 2: Targeted support, primarily in Positive Action areas to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy (the most disadvantaged 20%)

### **Primary Reading Intervention for P5-7 children in PA and other schools – Fresh Start**

- 3.51 The programme provides an interactive, fun approach to teaching reading and writing for identified learners in P 5 to P 7. It looks at how to decode text, how to improve comprehension of what has been decoded and also how to produce and improve written work such as stories and reports. Fresh Start is designed to complement work in class and is taught in groups.



- 3.52 In 2014/15 the initiative was rolled out to 41 schools. An updated overview of the schools involved in Fresh Start 2012-15 (and the equivalent programme for younger children, Read, Write, Inc) is attached in Appendix 2. A brief evaluative report on the positive impact of the Fresh Start programme in 2014-15 is available.
- 3.53 Pupil data continue to show that improvements are statistically significant and sustained across P5, P6 and P7. The programme also continues to be enjoyed by almost all participants.
- 3.54 Schools continue to be supported in using the programme by the CEC Support for Learning Service and meet termly to share effective practice. There continues to be an identified Fresh Start lead in each school and leads' meetings are held twice a year.
- 3.55 Boxes of inspirational reading texts continue to be compiled to enhance and enrich the reading experience for the children doing Fresh Start, with two further sets currently being prepared to complement the remaining 20 modules in the programme. These will be piloted and should be ready for introduction to all schools involved next session. Feedback is available on the impact of the reading boxes produced last session.
- 3.56 Training and support continues to be important to the successful implementation of the programme. In addition to current professional learning sessions, Support for Learning (SfL) teachers will be offered phonics training to deliver to their own schools. Newly Qualified Teachers (NQTs) will also be offered training in the use of phonic strategies.
- 3.57 The next step is to demonstrate sustainability in the transition to high school and linkage to the SRA Fast Track programmes at the secondary stage.
- Read Write Inc.
- 3.58 Read Write Inc (RWI) is a phonics- based programme whose approach is very similar to that of Fresh Start but designed for younger children
- 3.59 This programme continues to show progress with children from P3 onwards. Literacy decoding scores are improving, children are happy and teachers like the training and the programme. Phonics, comprehension and written literacy skills are targeted. Specific schools have been funded centrally and other schools have chosen to invest in this resource themselves.
- 3.60 Further data is required to demonstrate sustainability and this is likely to be forthcoming in June 2016.
- 3.61 Examples of qualitative feedback includes:
- 3.61.1 'RWI has been hugely successful, especially for the pupils' confidence';
- 3.61.2 "Very positive impact and fast results with 2 EAL children";
- 3.61.3 'I would like to come more often and stay longer because I like it.'

The SRA Reading Programme (Secondary S1/2)

- 3.62 The SRA Corrective Reading programme, known as Fast Track, is designed to systematically assist identified learners with decoding, spelling, writing and comprehension skills when they are learning to read fluently. It was rolled out to all secondary schools in 2014 and has also been introduced in selected special schools.
- 3.63 A full analysis of the impact of the programme was carried out in 2013/14 and again in 2014/15. Data continue to show that where the programme is implemented effectively, learners who had previously had difficulty made significant progress in their reading.
- 3.64 Data from a total of 343 learners were analysed across the 23 secondaries. This is down 22.5% from the 444 learners in 2013-14. School rolls have not declined. It is felt that the success of the primary interventions referred to earlier may have helped to reduce the numbers of those involved in the secondary initiative.
- 3.64.1 70 per cent of learners showed improvement in their standard scores from August 2014 to June 2015 (i.e. above that which would be expected with age)
- 3.64.2 20 per cent improved their raw scores (in line with improvements expected with age).
- 3.64.3 10 per cent of learners showed intractable difficulties requiring more intensive intervention. This is a priority for future development.
- 3.65 13 schools showed statistically significant improvements in the average scores of their pupils. The remaining schools all showed positive trends but not to a statistically significant degree. Data have been robust for the last two years across all schools.
- 3.66 A group of SfL Leaders has been set up to develop a wider range of resources for teaching SRA at all levels.
- 3.67 A database to track interventions for individual pupils P3-S3 has been created in order to identify and address needs of those with more entrenched difficulties.
- 3.68 Additional phonics training will be provided for all secondary SfL Leaders and teachers to enhance skills. Fast Track-specific training and sharing practice sessions for SfL Leaders and teachers will be provided.
- Additional Literacy Support for Looked After Children (LAC)
- 3.69 Looked After Children (LAC) in all CEC schools continue to receive targeted intervention to improve their reading skills. These are selected from programmes already available within the EILS.
- 3.70 Preschool book giftings continue through various sources (Imagination Library, Reading Rainbows, Scottish Book Trust) to provide books for children in PA schools and for all Looked After Children, wherever they live in the city.

**LAC literacy attainment continues to be addressed through targeting of specific groups of children and young people. These include pupils in specific primary schools with more than 7 looked after pupils, pupils living in CEC Young People's Centres and CEC's LAC population being cared for and educated in other local authorities**

- 3.71 In 2014/15 the attainment of LAC pupils was addressed through the Corporate Parenting Plan.
- Word Boost (formerly Enhanced Vocabulary Teaching)
- 3.72 The Word Boost approach supports children to extend their vocabulary and apply the new words they have learned in their reading and writing. It was developed and implemented in CEC primary schools by leading Speech and Language Therapists (SLTs) from NHS Lothian. It has now been rolled out to 17 PA primary schools, including some nurseries.
- 3.73 A manual for teachers, video training materials and a range of electronic resources for Nursery – Primary 7 are available to teachers. Implementation of the programme continues to be very effectively supported by a lead SLT from NHS Lothian.
- 3.74 Evaluations of Word Boost continue to show that teachers consider it to be a structured, specific and rigorous approach to vocabulary teaching which is relevant to many classroom literacy experiences. Teachers are confident that children can recognise and use many of the words taught and show more interest in vocabulary as a result.
- 3.75 Further roll out of the approach to remaining CEC PA schools is underway in 2016. Twilight sharing practice sessions will be offered to support sustainability in existing schools.
- 3.76 A lower level approach, Language Boost, focusing on oral language skills of young preschool children has been successfully piloted since last year. Training in Language Boost has been offered with good uptake from CEC primary school nurseries and partnership nurseries. Feedback has been positive. Further training is planned for 2016-17. As with Word Boost, resources and support from SLTs are provided.
- 3.77 The graphs in Appendix 3 highlight the progress being made in closing the attainment gap/improving outcomes for the most deprived children and young people at key stages.

### **Literacy Roadmap**

- 3.78 A short-life working group has been set up to produce a literacy 'roadmap' showing universal approaches and all interventions currently in use in CEC establishments to assist schools in evaluating what they offer and identifying gaps.

## **Family and Adult Literacies**

- 3.79 Community Learning and Development (CLD) continues to provide opportunities for adults to improve their literacy and numeracy as a contribution to supporting parents' role in children's attainment in literacy and numeracy.
- 3.80 Family Learning workers piloted 3 new adult literacy programmes: Read On, Get On; Food for Thought and Family Learning Floor Books .These projects demonstrated the vital role that adult literacy plays in enabling families to engage with their children's learning
- 3.81 Three family learning groups ran in Leith to deliver English for speakers of other languages to parents from minority communities. This provision helped families to develop a greater understanding of school life and engage more effectively with school practices, so strengthening the links between family and school. The success of this practice will be developed further with the Syrian families who arrived in Edinburgh recently.
- 3.82 CLD staff began to deliver the new PEEP (le) curriculum which enables parents to develop support for children's learning around rhyme, song and reading as well as explore their own learning aspirations. Research shows that parents who engage with learning opportunities for their own interest make a stronger contribution to their child's aspirations.
- 3.83 Other innovations this year include embedding adult and family literacy within environmental and cultural programmes with a wide range of other partners.
- 3.84 CLD Staff also provided training and support to staff at Edinburgh Prison and the Prison Visitors' Centre around methods and approaches for the delivery of adult and family literacy.
- 3.85 The core family programmes, including transition for parents of children moving from nursery to P1, Bookbug gifting initiatives and Reading Rainbows, continue to be popular with parents and to contribute to two key indicators for children's best start in life: children's readiness for school and instilling a love of books in young children.
- 3.86 Adult literacy provision continues to be delivered with rationalisation of groups taking place to ensure the most effective use of resources.
- 3.87 In addition to open provision for adult learners, CLD provided special targeted provision to learners including: adults who have dyslexia, adults who wished to gain SQA accreditation in Communications, literacy support for young carers, health literacies work.

### **National Literacy Campaign - Read, Write, Count**

- 3.88 The Scottish Government launched its Read, Write, Count initiative in August 2015. Its aim is to increase the confidence of parents in supporting their P1-P3 children with reading, writing and counting. A large scale advertising campaign is in place to publicise the initiative.

- 3.89 Gifting of packs of reading, writing and counting materials began in November 2015 with a P1 Bookbug gifting to all P1s, enhanced with additional writing and counting materials and activities.
- 3.90 Further gifting to all P2s and P3s will continue in autumn 2016  
Closing the Gap in S2 Boys' Attainment
- 3.91 A short life working group of secondary English teachers is being set up to look at strategies for addressing the dip in attainment for S2 boys highlighted in the Scottish Survey of Literacy and Numeracy.
- 3.92 Professional learning sessions will be delivered by members of the group for all relevant practitioners

### **Celebrating CEC achievements in Literacy 2015 to date – some highlights**

- 3.93 Literacy work in CEC schools has received positive attention, as follows. In addition, many of these events have been reported in the Bright Futures blog which goes to all schools. These include:
  - 3.93.1 Primary 5 pupils at Castleview won a competition with a prize of a 'flying visit' from the author and TV personality David Walliams as part of his Whirlwind Tour for World Book Day on 5th March.
  - 3.93.2 In May, 50 teachers, school managers and librarians from CEC schools and partner authorities in the South –East Scotland Literacy Hub spent a day discussing the importance of reading for enjoyment and the vital role schools and teachers can play in helping every child learn to read and to love reading. The event was led by literacy expert James Clements and held in Lothian Chambers.
  - 3.93.3 Pupils at Liberton Nursery were visited by students from Edinburgh College of Art, along with their tutor, Jonathan Gibbs, and children's writer, Vivian French. The visit was the latest collaboration with CEC schools as part of the College's Drawing Book project and was the first time a nursery had been involved.
  - 3.93.4 Pupils at Broughton Primary School created a book of children's writing called 'Scotstastic', inspired by Scotland. The parents translated the stories and poems into some of the languages spoken by the pupils at home, including Japanese, French, Arabic and Tagalog.
  - 3.93.5 The CEC Advanced Higher Creative Writing Conference in September 2015, run in partnership with the University of Edinburgh, the Scottish Book Trust and the Scottish Poetry Library, was attended by 220 senior pupils from 21 CEC secondary schools.
  - 3.93.6 The CEC Green Pencil Award was launched in September by children's writer, Vivian French. 20 finalists and one overall winner were selected from over 1500 entries. An award ceremony took place in the Central Library, hosted by Councillor Lesley Hinds.

3.93.7 Information about the improvement in the literacy skills in pupils from disadvantaged backgrounds in Craigmoynton Community High School was included in a report by Education Scotland about literacy improvements in schools for the Consortium of Institutions for Development and Research in Education in Europe (CIDREE).

### **Media Coverage**

3.94 There has been positive media attention given to literacy events, including:

3.94.1 In July 2015 a very favourable article and editorial appeared in the Edinburgh Evening News, highlighting the positive results of Fresh Start in CEC primary schools and Fast Track in secondary schools

3.94.2 The Times Educational Supplement also highlighted the success of the Fast Track programme in secondary schools, and the good work being done to promote reading for enjoyment at Liberton High School.

3.94.3 The launch of the Green Pencil Award at Carrick Knowe Primary in September 2015 was featured in the Evening News

3.94.4 The opening of Forthview Primary School's library by its former Patron of Reading, Lari Don, was covered by the North Edinburgh News;

### **Other**

#### **Professional Recognition**

3.95 The Acting Quality Improvement Manager and the headteacher of Forthview PS presented on 'Creating a Whole School Reading Culture' at the Children First Conference in October 2015.

3.96 Several schools have been encouraged to apply for a 2016 Scottish Education Award in recognition of their innovative literacy work - Castleview, Dalry, Forthview primary schools, Portobello High School

### **Measures of success**

---

4.1 These are encompassed in the report.

### **Financial impact**

---

5.1 This work is funded within existing budgets.

### **Risk, policy, compliance and governance impact**

---

6.1 There are no adverse impacts arising.

## Equalities impact

---

- 7.1 There are considered to be no infringements of the rights of the child in the strategies employed to improve literacy. In schools, those most at risk of not securing positive literacy outcomes are identified at an early stage and support put in place. For the most disadvantaged, including Looked after Children and those in Positive Action areas, targeted intervention is central to the Edinburgh Integrated Literacy Strategy.

## Sustainability impact

---

- 8.1 This work has been mainstreamed

## Consultation and engagement

---

- 9.1 Consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from lead literacy officers and practitioners in a range of services and schools within Communities and Families and from NHS Lothian.

## Background reading/external references

---

- 10.1 [The Scottish Attainment Challenge](#)  
10.2 [The National Improvement Framework](#)  
10.3 [The Attainment Scotland Fund](#)

**Alistair Gaw**

**Acting Executive Director of Communities and Families**

Contact: Sheila Paton, Acting Senior Education Manager

E-mail: [sheila.paton@edinburgh.gov.uk](mailto:sheila.paton@edinburgh.gov.uk) | Tel: 0131 469 3137

## Links

---

<b>Coalition pledges</b>	P5 – Seek to ensure the smooth introduction of the CfE and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.  CO3 – Our children and young people at risk, or with a disability, have improved life chances
<b>Single Outcome Agreement</b>	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 - The 2015-2016 Edinburgh Integrated Literacy Strategy (EILS) action plan 2 - Overview of the schools involved in Fresh Start 2012-15 3 - Graphs showing progress of the most deprived 30% in literacy at key stages



## Integrated Literacy Strategy Improvement Plan 2015-16

<b>Priority – Early Years</b> <b>Implementation of strategies to identify and support the development of early literacy, including interventions, support for transitions and early communication</b>	<b>Overall Responsibility</b> <b>Heather Gorton</b> <b>Marion Rutherford</b> <b>Susan Imrie</b>	<b>QIs</b> <b>1.1,2.1, 5.1,5.3,5.9</b>
--	--	---

Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading. The gap between the highest and lowest attaining narrows.

Impact: Children's literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners' needs in literacy. Raised achievement in reading, including for the most disadvantaged children.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to develop the role of the literacy co-ordinator	Susan Imrie and Heather Gorton	Time to plan and follow up Venue	August 2015-June 2016	
Review and revise Up, Up and Away resource	Working group led by Heather Gorton	Time to plan and amend  ICT support in revision of original	Draft available by June 2016  Relaunch August-December 2016	

		Check of copyright permissions		
Further refine literacy assessment and planning tracker in line with Survey Monkey feedback and Education Scotland significant aspects of learning	Susan Imrie and Heather Gorton	Time to plan and amend  Finalised Education Scotland document		
Finalise and agree content of 'literacy bundle' for early years settings	Early Years QIOs, Heather Gorton	Evaluation data and evidence base for various resources		
Agree and implement improvement aims for implementing literacy bundle in each locality (cluster?)	Early Years QIOS, Heather Gorton	Local data of what is already happening in centres to set improvement targets from		

Share Visual Support Project (VSP) briefing with all school and invite schools to request training	Julie Baxter and VSP team	Enough printed Bronze Level packs to enable VSP training in all education settings over the next 2-3 years	Oct 2015	Completed
Roll out VSP Bronze Level to a further 20 early years centres and primary schools in 2015/2016	Julie Baxter and VSP team	Time to recruit and deliver VSP model to centre/schools Time for centre/school staff to support the implementation of VSP	August 2016	
Roll out special school plan to all special schools	Julie Baxter and VSP team	VSP to liaise with Ruth Hendery, Key AHP and CEC staff from special schools	December 2016	
Develop Silver Level resource, training and accreditation criteria through the VSP Silver working group.	Julie Baxter and VSP team	Meeting and Planning time	August 2016	

<b>Priority – Early years – Sustainable Book Gifting and co-ordination of national reading initiatives</b>	<b>Overall Responsibility Aileen Mclean Cleo Jones</b>	<b>QIs 1.1,2.1, 5.1,5.3,5.9</b>
--	--	-------------------------------------

Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading. The gap between the highest and lowest attaining narrows.

Impact: Children’s literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners’ needs in literacy, in particular for the most disadvantaged. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
To look at increasing the number of children who receive the Reading Rainbow book gifting. To try and include children in poverty but not living in Priority area	Cleo Jones Edinburgh Book Gifting Group Family Learning Workers	Time to investigate numbers of children  Time to write a proposal  Further funding to increase the book gifting	December 2015	Completed
To take the 2015 Evaluation and report from this to the appropriate Management Team	Cleo Jones Edinburgh Book Gifting Group Family learning Workers	Time for writing report Time for meetings	December 2015	Completed
To continue to use Bookbug Assertive Outreach in our Early Years Centres and to increase use by other trained staff	Cleo Jones Heather Gorton Edinburgh Bookbug Assertive Outreach	Undertake an audit of the use of Bookbug Assertive Outreach in our Early Years Centres  To look at ways of getting public library involvement	Feb 2016	

	Group Family Learning Workers			
A CLD Family Learning case study in East Edinburgh and joint, evaluative research with Educational Psychology to capture the most effective ways of including all parents' views in evaluation.	CLDFLW  EP	Officer time for research and writing	Ongoing in 2016	
Explore opportunities to disseminate successful Reading Rainbows practice model to CEC and wider audience, as appropriate.	Reading Rainbows Steering Group	Officer time	Ongoing in 2016	

<b>Priority – Early years – Support for parents and carers in the development of their children’s literacy</b>	<b>Overall Responsibility Dinah Pountain</b>	<b>QIs 1.1,2.1, 5.1,5.3,5.9</b>
--	--	-------------------------------------

Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading.

Impact: Parent/Carers have a better understanding of the importance of, and appreciation of, literacy and feel more confident in the support of their children’s early literacy learning.  
Children’s literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners’ needs in literacy, in particular of the most disadvantaged. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Deliver the new PEEPIe progression pathway to parents in targeted areas. Successful completion of all units leads to the guarantee of an interview for a childcare course at Edinburgh College	5 CLD staff trained in the programme	CLDWs	2015-2016	Evaluation at end of courses
To pilot three, Adult Literacy programmes: <i>‘Read On, Get on’</i> , <i>‘Food for Thought’</i> and <i>‘Family Learning Floor Books’</i> and 3, <i>Family Learning ESOL Groups</i> to Support Adult Literacy and the vital role this plays in enabling families to engage with their children’s literacy learning	CLDWs (family learning)	CLD FLW time CLD Adult Literacy Worker time Partners’ time Time to write report	September 15 to June 16	Review of pilot phase

To pilot family literacy work in prison	CLDW (Family Learning)	FLW preparation time Consultation with families	September 15 to June 16	Review of pilot phase
To engage parents/carers in using outdoor and city environments in the community to further promote learning through Environmental Literacy and Cultural Literacy programmes	CLDWs (family learning)	CLD FLW preparation time Cultural Partner agencies Partners time	September 15 to June 16	Review of pilot phase
Continuation of successful CLD Family learning programmes such as Transition from Nursery to Primary <ul style="list-style-type: none"> <li>• BookBug Gifting initiatives</li> <li>• Reading Rainbows</li> </ul> to engage and support parents/carers in the development of their children's early literacy learning  Inclusion in SQIPS for targeted schools in Positive Action areas.	CLDWs (family learning)	FLW preparation time Partners' time Planning, monitoring and evaluation time  FLWs & Partnership Early Years Centres and primary schools  Positive Action School Partners	September 15 to June 16	Transition sessions continue to be delivered by CLD family Learning in partnership with schools both before and after admission to P1 as part of a sustained engagement of parents/carers in their child's early learning. Programmes offered to families with ante –pre-school, pre –school and P1 aged children  CLD FL continues to support Sustainable Bookgifting through the co-design, delivery and evaluation of Reading Rainbows and Bookbug projects in PA areas  A CLD FL case study in East Edinburgh and joint evaluative research with Educational Psychology to capture the most effective ways of including all parents' views in evaluation

<p>Discussion on linking these programmes to the Assessment and Planning Trackers for Transition</p>				
<p>Phase 2: Continue integrated literacy support to parents/carers through using parent postcards in further delivery of (IAAM) <i>'It's All About Maths / Collaborative Learning with and for Parents/Carers'</i></p> <p>Integrate SEAL methodology in (IAAM) programmes</p> <p>Provide two training opportunities for sharing good practice in (IAAM) through twilight CPD</p>	<p>Co-ordinated through CLD Family Learning</p> <p>CLDFLWs</p>	<p>CLD FLW time</p> <p>CLD Adult Literacy Worker time</p> <p>Partners' time</p> <p>Time to write report</p> <p>CPD training for CLDFWs</p> <p>CLDFWs Education Psychology Early Years</p>	<p>Ongoing throughout session 2105/16</p> <p>Winter and Spring 2015 - 2016</p>	<p>The project will run in an additional, 5 locations:</p> <ul style="list-style-type: none"> <li>• <b>Brunstane PS Nursery</b></li> <li>• <b>Castleview PS Nursery</b></li> <li>• <b>Craigroyston PS Nursery</b></li> <li>• <b>Lorne PS Nursery</b></li> <li>• <b>Murrayburn Nursery</b></li> </ul> <p>Report to be shared amongst partners</p> <p>Two CPD sessions are planned to run for Early Years staff in 2015/16</p> <p>Review of phase 2</p>
<p>Bump to Buggy groups (2 in North Edinburgh) engage parents/carers and children in singing, nursery rhyme and reading activities. Parents learn about health and well-being and play activities to encourage brain development. Baby Peep is delivered within group.</p>	<p>CLDW (North East)</p> <p>CLDW (North West)</p>	<p>Premises; worker's time; snacks; laptop/projector; WiFi; play resources</p>	<p>ongoing</p>	<p>Parents move onto other groups in Community such as PEEP or Creative Kids, that look at age appropriate child development and literacy learning and engage parents and children in these activities.</p>



<p>Dyslexia Group engages parents who have dyslexia, or are parents of a child with dyslexia and focuses on learning about specific learning difficulties and agencies that can help. Parents work on child's strengths to produce learning materials that will encourage their children to enjoy learning.</p>	<p>CLDW</p>	<p>Premises; worker's time; snacks; laptop/projector; WiFi; crèche workers</p>	<p>Sept – Dec 15</p>	<p>Feedback from participants; feedback from school; learning resources made by parents; group moving onto new learning</p>
<p>Creative Kids – making books chronicling child's play activities</p>	<p>CLDW</p>	<p>Premises; worker's time; snacks; laptop/projector; WiFi; play resources; crèche workers</p>	<p>Sept – Dec 15</p>	<p>Feedback from participants; books; photos; workers evaluation; focus of follow-on group</p>
<p>PEEP group with Early Literacy Activities</p>	<p>CLDW</p>	<p>Premises; worker's time; snacks;</p>	<p>Jan – March 16</p>	<p>Feedback from participants; photos; worker's evaluation</p>

<b>Priority –Primary Age – Consistent Approaches to Reading P1/2</b>	<b>Overall Responsibility</b> Janice MacInnes	<b>QIs</b> <b>1.1,2.1, 5.1,5.3,5.9</b>
--	--	---

Outcome: Improved practitioner confidence in developing reading skills and supporting individual progress. The gap between the lowest and highest attaining narrows.

Impact: Children’s reading skills and learning experiences are enhanced. Improved meeting of learners’ needs in reading, in particular those of the most disadvantaged. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue delivery of LRE P1 and 2 training and issue LRE Resources CD to all schools	LRE working group JM	Practitioner time CPD training LRE resources as required	Aug/Sept 2015	Completed
Evaluate YARC results for P1 and share key messages with all relevant HTs and DHTs	JM	Officer time HT network meeting time	Sept 2015	Completed
Review LRE P1 and 2 teachers’ book for reprint /CD June 2016	LRE working group JM	Practitioner time for development. Funding for development work	Mar-May 2016	

<b>Priority – Early Years/Primary – Consistent Approaches to Writing</b>	<b>Overall Responsibility</b> Evelyn Love-Gajardo	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
--	--	------------------------------------

Outcome: Improved practitioner confidence in developing writing skills and supporting individual progress. Improved transitions in writing.

Impact: Children’s writing skills and learning experiences are enhanced. Improved meeting of learners’ needs in writing in order to close the attainment gap between the most and the least disadvantaged children. Improved enjoyment and progress and raised attainment in writing.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise further training in Big Writing from Andrell Education for teachers new to the approach Update database to show who has attended training Continue to provide writing CPD by CEC staff	EL-G	Payment to Andrell for training(schools will be charged for attendance to cover some of the cost-rest to be funded by Hub funding )  Payment to CEC staff for delivery of CPD	Feb.2016  June 2016	
Plan and carry out quantitative evaluation of BW approach as requested by members of the LIT	EL-G, Annemarie Procter, Gill Earl, Pam Reid, Lyndsay Holden, Joanne Burns	Time for meetings and planning	Feb. 2016	

Investigate ways to challenge more able writers from P6-S2	EL-G,SLWG	DO time, Meetings with English CLs	June 2016	
Investigate writing levels in CEC schools and in particular reasons for the dip in attainment in writing by S2 boys.	EL-G,SLWG	DO time	Mar.2016	

<b>Priority – Primary Age – Targeted P3 Reading Intervention Read, Write Inc</b>	<b>Overall Responsibility</b> Sandra Milne	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
--	---	------------------------------------

Outcome: Practitioner skills and confidence in identifying and meeting the needs of young people in the target group are improved.

Impact: The reading skills of children in the most disadvantaged are enhanced and the gap between the highest and the lowest attaining narrows. Improved meeting of learners' needs in reading Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Audit current provision of the Read Write Inc. intervention programme to allow identification of areas for development in individual schools.  Update database of literacy intervention schools and	Fiona McCrory Sandra Milne Hilary Aitken	Officer time Updated school information RWInc assessment data 14-15	End October 15	Completed

School Leads				
Prioritise identified schools and make early support visits.	Fiona McCrory Sandra Milne	Time for analysis and school visits	End November 15	Completed
Organise/ facilitate all events on the CEC Read Write Inc. and Fresh Start Calendar 2015 – 16; Sharing practice Development Days PSA Hotlist training Leads' meetings	Fiona McCrory Sandra Milne School colleagues	Time for planning and delivery Joan Shelley Hilary Aitken	As detailed in 15-16 calendar	
Complete RWInc training film for teachers and support staff delivering the programme. Present at Leads' meeting. Present at SfL Business Seminar	Hilary Aitken Fiona McCrory	Editing time with Alistair McArthur	December 2015  February 2016	
Organise special showing of training film for all staff and children who contributed.	Hilary Aitken Fiona McCrory	Venue	February 2016	
Support full implementation of the Read Write Inc. Assessment Plan and robust data collection	Fiona McCrory Fresh Start Leads Sandra Milne	Officer time	Ongoing to June 2016	

Analyse qualitative data from 2014/15. Report to Leads' Meeting	Fiona McCrory	Officer time for analysis	December 2015	Ongoing
Evaluate and Report on impact of RWInc., session 2015-16	Fiona McCrory Educational Psychologist (to be identified) Sandra Milne	Analysis and writing time	August '16	

<b>Priority – Primary Age - Targeted P5-7 Reading Intervention Fresh Start</b>	<b>Overall Responsibility</b> Sandra Milne	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
--	---	------------------------------------

Outcome: Practitioner skills and confidence in identifying and meeting the needs of young people in the target group are improved.

Impact: The reading skills of the most disadvantaged children are enhanced and the gap between the highest attaining and lowest attaining narrows. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Audit current provision of the Fresh Start intervention programme to allow identification of areas for development in individual schools.	Fiona McCrory Joan Shelley Sandra Milne	Updated school information FS assessment data for 14-15	End October 2015	Completed
Prioritise new schools and other identified schools for early support visits.	Fiona McCrory Joan Shelley Sandra Milne	Officer time	End October 2015	Completed
Organise/ facilitate all events on the CEC Read Write Inc. and Fresh Start Calendar 2015 – 16; Sharing practice Development Days PSA Hotlist training Leads' meetings	Fiona McCrory  Sandra Milne School colleagues	Time for planning and delivery Hilary Aitken Joan Shelley	As detailed on 2015 – 16 Calendar	

Support full implementation of the Fresh Start Assessment Plan and robust data collection	Fiona McCrory Fresh Start Leads Sandra Milne	Officer and practitioner time	Ongoing to June 2016	
Create new assessment plan for 2016/17	Fiona McCrory		By end May 2016	
Evaluate and Report on impact of Fresh Start, session 2015-16	Fiona McCrory Educational Psychologist Sandra Milne	Meeting time	June 2016	



<b>Priority – Literacy and Dyslexia</b>	<b>Overall Responsibility</b> Sandra Milne	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
---	---	------------------------------------

Outcome: Practitioner confidence in identifying and meeting the needs of children with dyslexia are improved through CPD, sharing practice

Impact: The reading skills of children are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Support schools and ASL Service Leaders in effective use of the Literacy and Dyslexia Framework	LDSS staff ASL Service Leaders	CPD sessions, seconded teachers	End of session 15/16	
Begin the process of revising the Literacy and Dyslexia Framework and update to digital format	Sandra Milne Hilary Aitken Fiona McCrory Early Years, Primary and Secondary colleagues, EPs, AHPs	Time for planning, meetings, writing  Publishing assistance	Review progress June 2016	
Develop LDSS provision for secondary aged pupils	Hilary Aitken LDSS staff	Officer time	End of session 15/16	
Develop LDSS provision for pupils with EAL	Annabel McWilliam Hilary Aitken LDSS staff	Officer time	End of session 15/16	

Develop an information pack for parents of pupils referred to the LDSS	Hilary Aitken LDSS staff	Officer time	May 2016	
--	-----------------------------	--------------	----------	--

<b>Priority – Targeted Support for Looked after Children</b>	<b>Overall Responsibility</b> Martin Gemmell	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
--	---	------------------------------------

Outcome: CEC school staff aware of all LAC pupils, their needs and how to meet them. YPC staff engaged in education agenda. Schools in other authorities contribute to our LAC pupils' attainments.

Impact: The reading skills of LAC are enhanced. Improved meeting of LAC's needs in reading. Improved enjoyment and achievement in reading for LAC. The gap between the lowest and the highest attaining narrows.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Address attainment of LAC pupils through the Corporate Parenting Plan.	Martin Gemmell	Psychological Services Management time	June 2016	Ongoing
Continue with work in YPCs	Gillian Barclay	Staff time Psychological Services/YPCs	June 2016	Ongoing

Attainment of Out of Authority LAC pupils.	Anne Littlefair/Martin Gemmell	Out of Authority audit budget now monitored by Psychological Services	June 2016	On budget, agenda shifting from expectation of funding to effective use of resources
In schools with high numbers of LAC pupils, continue to ask for attainment data for these pupils	Martin Gemmell/Joanne Burns	Staff time	June 2016	Low numbers (n=11) of LAC pupils in P1 and S1 with standard scores below 85 in reading tests. These low numbers to be sustained over time.

<b>Priority – Enhanced Vocabulary Teaching (WORD BOOST)</b>	<b>Overall Responsibility</b> Gill Earl	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
---	--	------------------------------------

Outcome: Practitioner confidence in developing children’s vocabulary in schools within positive action areas (and other schools deemed appropriate) is enhanced. The attainment gap is narrowed.

Impact: Children’s spoken and written language shows evidence of enhanced vocabulary use, including that of the most disadvantaged children. Children’s interest, enjoyment and understanding of the power of words is extended.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to support existing WORD BOOST schools including extension of the approach within some schools and support to teachers new to the approach.  Extend the approach <b>whole or in part</b> to additional primary schools and nurseries in areas of social disadvantage using the SIMD  (August 2015) <ol style="list-style-type: none"> <li>1. <b>Brunstane</b></li> <li>2. <b>Granton</b></li> <li>3. <b>St Catherine’s RC</b></li> <li>4. <b>St Ninian’s RC</b></li> <li>5. <b>St Joseph’s</b></li> </ol>	Gill Earl Carol Baines & Natalie Lodge (from October 2015)	CPD to new schools and those extending the approach to new classes – delivered by GE 2015  Electronic resources updated and stored on OneDrive  WORD BOOST manual updated and mini-manuals created  Books (schools to purchase or borrow from CEC Library Information Service)  Staff support for implementation from SLT team	by Sept for 1 <sup>st</sup> wave then ongoing  end Aug 2015  end Aug 2015  end Sept 2015  ongoing (2 visits per school in their first term of WORD BOOST)  end Sept 2015	on schedule  updated August 2015 – admin transferred to Carol Baines  Completed August 2015  Completed  initial visits completed Sept 2015 further visits arranged for Oct and Nov 2015  WORD BOOST video CPD resource to be available to all WORD BOOST schools Oct 2015

(November 2015) <b>6. Broomhouse</b>  other schools to be identified in consultation with ASL service and QIOs		Video CPD for P1 to P3 teachers  Investigate links with Fresh Start / Read and Write Inc Sharing Practice sessions	end Oct 2015	GE to attend sharing practice session on 29.10.15 and discuss with Sandra Milne
Share principles of WORD BOOST with other CEC primary school teachers not in areas of significant social disadvantage	Gill Earl Natalie Lodge	Repeat CPD (2 session block) in CEC CPD directory 2015 and annually if required	October and November 2015	Two session CPD session covering the principles of robust vocabulary instruction and emphasising the importance of oral vocabulary for literacy development delivered Sept and Oct 2015. Positive feedback from attendees.

<b>Priority – Enhanced Vocabulary Teaching (LANGUAGE BOOST)</b>	<b>Overall Responsibility</b> Gill Earl	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
---	--	------------------------------------

Outcome:	Practitioner confidence and practice in developing young preschool children’s early spoken language in nurseries within positive action areas (and other schools deemed appropriate) is enhanced
Impact:	Children with restricted oral language skills who are not yet ready to access the WORD BOOST approach show evidence of spoken language development (expression and comprehension) in response to increased opportunities and support to listen and talk in everyday nursery activities. The attainment gap narrows.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
<p>The LANGUAGE BOOST approach for lower level vocabulary/ language in nursery will be offered to CEC nurseries and partnership nurseries as part of a package of support for early communication provided by the SLT service.</p> <p>Evaluate impact of this approach on practice and investigate possibility of evaluating impact on children's oral language skills</p>	<p>G Earl Carol Baines Natalie Lodge</p>	<p>CPD to be delivered through the CEC CPD directory x2 annually</p> <p>Resources (symbols, photobook template, songs, teacher prompt sheet) available on OneDrive</p> <p>LANGUAGE BOOST Manual available on OneDrive</p> <p>Staff support for implementation from SLT team</p>	<p>October 2015 and February 2016</p> <p>August 2015</p> <p>August 2015</p> <p>ongoing (1 visits per nursery in their first term of LANGUAGE BOOST)</p> <p>August 2016</p>	<p>Scheduled</p> <p>Completed August 2015</p> <p>Completed August 2015</p> <p>Visits to be arranged as required</p>

<b>Priority – Secondary Age – S1/2 Reading Intervention – SRA Fast track</b>	<b>Overall Responsibility</b> Anna Gray/Fiona McCrory	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
--	--	------------------------------------

Outcome: Practitioner skills and confidence in identifying and meeting the needs of young people in the target group are improved.

Impact: The reading skills of the most disadvantaged children are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Audit current provision of SRA in each school to allow identification of development areas for individual schools	Fiona McCrory Anna Gray SfL Leaders	Questionnaire	20 <sup>th</sup> Oct. 2015	Completed
Distribute SRA Data Collection spreadsheet at start of 2015/16 session	Anna Gray	Time	Sept. 2015	Completed
Create SRA Assessment Plan and Calendar and send out to all secondary schools	Fiona McCrory Anna Gray	Time	20 <sup>th</sup> Oct. 2015	Completed
Improve quality of pre- and post-intervention assessment information collected by schools, to achieve consistency across the city	Fiona McCrory Anna Gray Psychological Services	Individual support with assessments for identified schools	Over session 2015/16	
Collect final assessment data from schools	Fiona McCrory Anna Gray	Individual support may be required for some schools	May/June 2016	

Organise 'Sharing Good Practice' sessions for secondary SfL Leaders and teachers	Fiona McCrory Anna Gray	Time to plan	Nov. 2015	Completed
Develop 'Sharing Good Practice DVD' for secondary SfL Departments	Fiona McCrory	Time to plan Time to meet with schools Time to record and edit DVD	Over session 2015/16	
Create online Resource Bank to support effective delivery of SRA Corrective Reading programme, to be held on Sharepoint Sites	Fiona McCrory Anna Gray	Time to collate resources	Jan 2016	Scheduled
Develop Parent Information Leaflet to be distributed by schools	Fiona McCrory Identified schools	Time Materials for production of leaflet	Jan 2016	Scheduled
Use SurveyMonkey questionnaire to obtain qualitative data from pupils and staff	Fiona McCrory	Time	June 2016	
Analyse and report on results 2015/16	Martin Gemmell Fiona McCrory	Meeting time	June 2016	



<b>Priority – Secondary Age – Literacy across Learning</b>	<b>Overall Responsibility</b> Liz Gray	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
--	---	------------------------------------

Outcome: Improved practitioner confidence in extending and developing the literacy skills of all learners.

Impact: . The literacy skills of all learners, including the most disadvantaged, are enhanced across learning and their ability to recognise and apply these skills improved

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Share practice of whole-school literacy tracking project, through use of ICT – SQA Project 7	Lead Teachers	Time/Meetings	By July 2016	Practice from Portobello to be shared at first literacy co-ordinator meeting. Examples from the pilot study to be discussed.  Case study to be written for the SQA and on website.  Sharing practice across the network and evaluating the S3 project - ongoing
Establish a stronger and better attended network of Literacy colleagues throughout the city.	Lead Teachers	Time/ Meetings	Over sessions 15/16	One network meeting has taken place. Practice from schools within network to be shared at first literacy co-ordinators' meeting. RAFA and importance of Scottish Attainment Challenge promoted
Continue to promote SQA case study - S1 Library Literacy Lessons	Lead Teachers	Time Individual support for trial schools	Over sessions 15/16	Ongoing

Continue development work with school librarians	Lead Teachers	Time/ Meetings	Over session 2016	<p>Invite school librarians to attend second coordinators' meeting - completed</p> <p>Sharing of resources and literacy strategies - ongoing</p>
Revaluation of English and Literacy Es and Os	Lead Teachers	Time/ Meetings	Over sessions 15/16	<p>Course evaluation forms - ongoing</p> <p>Sharing of resources - ongoing</p> <p>Potential future initiative - scheduled</p>

<b>Priority – Adult Literacies</b>	<b>Overall Responsibility</b> Dinah Pountain	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
------------------------------------	---	------------------------------------

Outcome: Edinburgh’s adults and young adults develop their adult literacy in a range of locally accessible and targeted settings

Impact: Individuals are able to develop their literacy and set their own learning objectives relevant to their own needs.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to support through care and after care with 43 care leavers receiving support for literacy and numeracy	CLD sessional staff	Staff time	April 15 - March 16	Data collected on outcomes
Continue to deliver health literacies work in the health flats in East and North Edinburgh. Target of 150 people engaged with literacy.	CLD project staff	Staff time	April 15- March 16	Data collected on outcomes .Report to HISG

Continue to deliver Communications SQA Levels 2-4 to adults and young people as part of a core skills programme of SQA	CLD staff	Staff time	April 15 – March 16	DATA on LOMIS
Maintain neighbourhood delivery of adult literacy groups	CLD staff	Staff time	April 15 – March 16	Data on LOMIS
Prioritise adult literacy which includes digital and financial literacy	CLD and partners on Edinburgh CLD Partnership		December 15- April 16	Edinburgh's CLD Plan 2015-18 - Monitoring and Evaluation System
95% Adult literacy learners achieve all or part of their learning goals				

<b>Priority - Reading</b>	<b>Overall Responsibility</b> Liz Gray	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
---------------------------	---	------------------------------------

Outcome: Increased teacher confidence in the teaching of reading comprehension and reading for enjoyment.

Impact: The enhancement of learners' experiences, enjoyment and progress in reading. Learners' needs in reading are better met in order to raise attainment and close the attainment gap.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
<ul style="list-style-type: none"> <li>Pilot the reading for enjoyment programme 'Reading Around Scotland' in Forthview, Gylemuir, Canal View and Brunstane Primaries.</li> <li>Evaluate programme throughout pilot through an initial audit, school visits, teacher and pupil interviews and a final audit</li> <li>Carry out assessment at the beginning and end of the pilot using SWRT and SWST</li> <li>Publish guidelines for schools 'Reading for</li> </ul>	<p>Evelyn Love-Gajardo, Cleo Jones, Eileen Littlewood</p> <p>EL-G,CJ</p> <p>School staff</p> <p>EL-G,CJ,EL and</p>	<p>'Reading Around Scotland' materials</p> <p>SWST,SWRT</p> <p>Draft guidelines for comment</p>	<p>Sept. 2015-May 2016</p>	<p>On going to schedule</p>

<p>Enjoyment-Creating a Reading Culture' as both PDF and CD-ROMs after sharing draft for feedback with some schools</p> <ul style="list-style-type: none"> <li>• Deliver CPD on 'Creating a Reading Culture'</li> </ul>	<p>Publications staff</p> <p>CJ,EL-G, Eileen Littlewood</p>		<p>Dec. 2015</p> <p>November 2015</p>	<p>Completed</p> <p>Completed</p>
<ul style="list-style-type: none"> <li>• Promotion and evaluation of resource 'A Teacher's Guide to Reading Comprehension Strategies'.</li> </ul>	<p>Emma Easton</p>	<p>Resource</p>	<p>Dec. 2015</p>	<p>Completed</p>

## Appendix 2

## Primary Literacy Interventions 2012-16

School	Fresh Start Phase 1 12/13	Fresh Start Phase 2 13/14	Fresh Start Phase 3 14/15	Fresh Start Phase 4 15/16	Read Write Inc Phase 1 13/14	Read Write Inc Phase 2 14/15	Read Write Inc Phase 3 2015/16	WORD BOOST
Abbeyhill		√						
Balgreen		√						
Blackhall						√		
Bonaly						√		
Broomhouse	√					√		✓
Broughton		√						
Brunstane	√					√		✓
Canal View	√				√			
Carrick Knowe					√			
Castleview	√				√			✓
Clovenstone	√				√			✓
Corstorphine				√		√		
Craiglockhart				√				
Craigtinny	√				√			Aug 2016
Craigour Park	√							✓
Craigroyston	√				√			✓
Colinton					√			
Currie				√				
Dalry		√				√		
East Craigs					√			
Ferryhill		√				√		✓

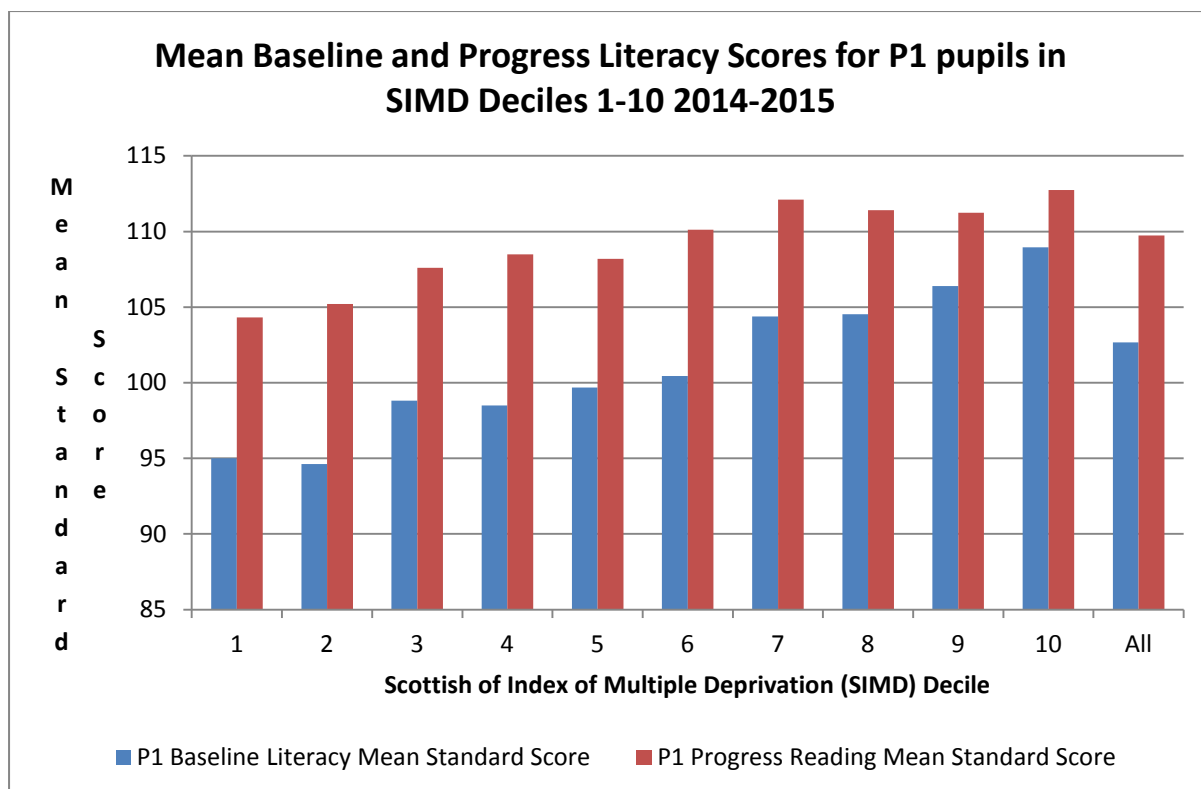
Forthview	√				√			✓
Fox Covert						√		
Fox Covert RC						√		
School	Fresh Start Phase 1 12/13	Fresh Start Phase 2 13/14	Fresh Start Phase 3 14/15	Fresh Start Phase 4 15/16	Read Write Inc Phase 1 13/14	Read Write Inc Phase 2 14/15	Read Write Inc Phase 3 2015/16	
Gilmerton		√ ?						
Gracemount		√				√		
Granton	√				√			✓
Gylemuir							√	
Hermitage Park		√						
Hillwood		√						
Holy Cross							trained only	
James Gillespie's						√		
Kirkliston							trained only	
Leith Primary	√					√		✓
Leith Walk		√				√		
Longstone						√		
Lorne		√				√		
Murrayburn		√				√		Aug 2016
Niddrie Mill	√				√			Aug 2016 TBC
Oxgangs					√			
Pentland						√		
Pirniehall	√							✓
Prestonfield		√					√	
Preston Street				√			√	
Prospect Bank						√		
Queensferry				√	√			



Ratho						√		
Rowanfield	√							
Royal High Primary		√						
Royal Mile	√				√			
School	Fresh Start Phase 1 12/13	Fresh Start Phase 2 13/14	Fresh Start Phase 3 14/15	Fresh Start Phase 4 15/16	Read Write Inc Phase 1 13/14	Read Write Inc Phase 2 14/15	Read Write Inc Phase 3 2015/16	
Sighthill	√				√			✓
South Morningside						√		
Stenhouse	√				√			Aug 2016
St Catherine's	√							✓
St Cuthbert's		√				√		Language class
St David's	√						√	✓
St Francis'	√				√			
St John's					√			
St John Vianney		√					√	
St Joseph's		√						✓
St Margaret's							√	
St Mark's		√						Aug 2016
St Mary's London Street				√				
St Mary's RC							√	Aug 2016 TBC
St Ninian's		√						✓
St Peter's				√				
Stockbridge						√		
Towerbank			√			√		
Trinity			√		√			✓
Victoria		√					√	

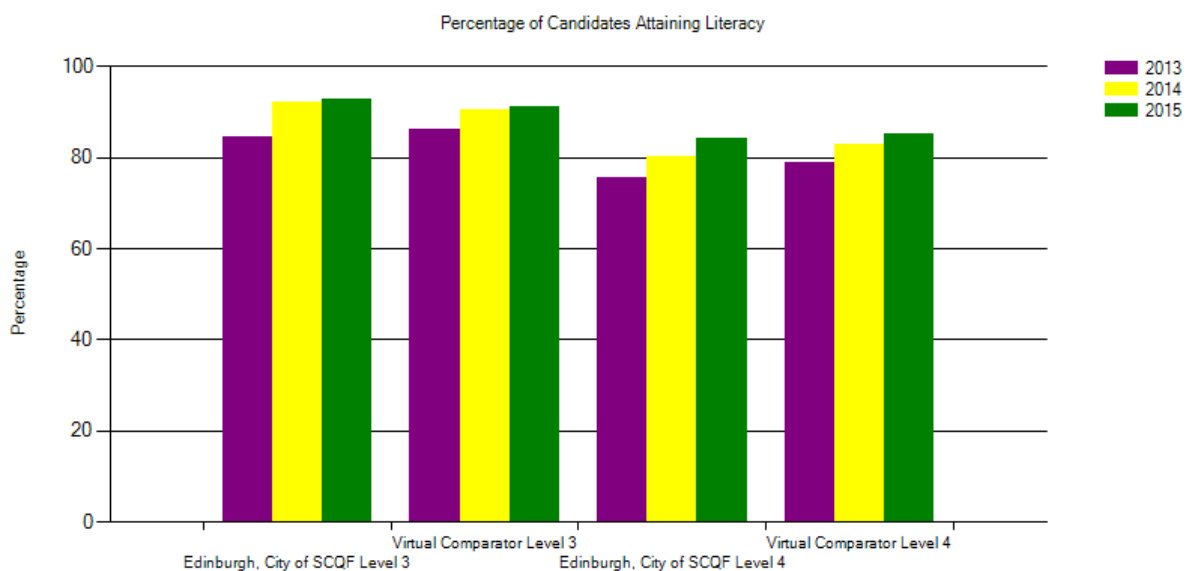
Wardie							√	
--------	--	--	--	--	--	--	---	--

[Literacy Interventions Schools Lists.doc](#)



- Academic session 2014-2015 was the first City of Edinburgh used the Scottish Index of Multiple Deprivation in its standardised assessment programme for any primary stage. Therefore data are only currently available for P1.
- In session 2015-2016 this information will be included in all standardised assessments undertaken by the local authority.
- For session 2014-2015, overall all pupils in each SIMD decile have an improved standard score from baseline to progress.
- Edinburgh has 27 per cent of P1 pupils with both a baseline and a progress standard score for literacy who live in the 30% most deprived areas in Scotland.
- The mean baseline standard score for these pupils was 96 and this improved to 106 in the progress assessment demonstrating very good progress.

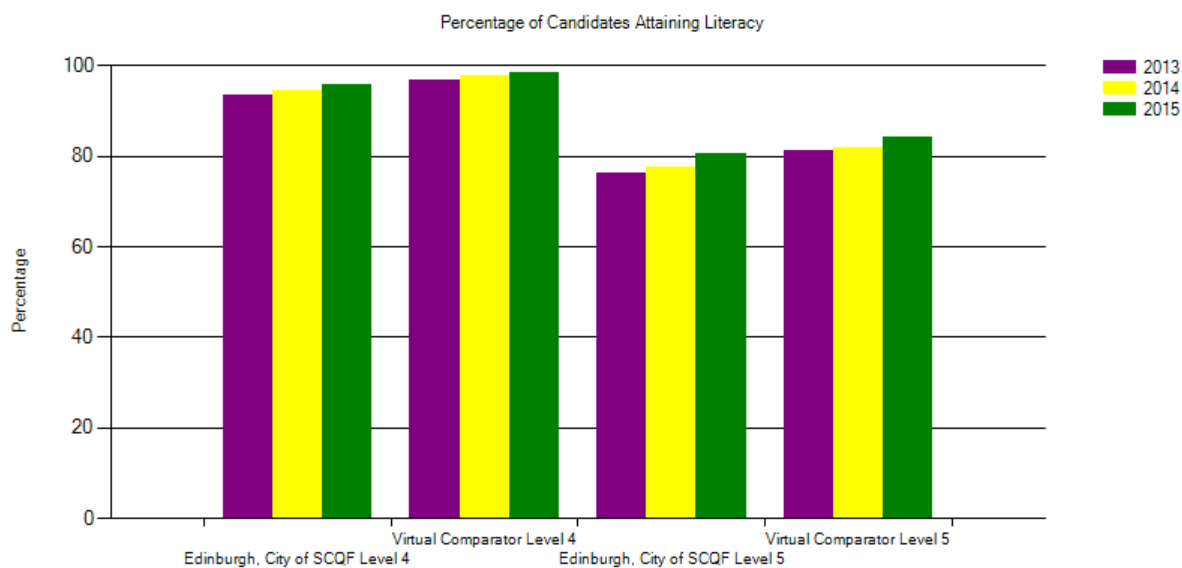
**Initial 2015 Literacy Figures for S4 pupils from the national benchmarking toolkit, Insight – most deprived 30%**



- Percentage of S4 in SIMD deciles 1-3 achieving literacy at Level 3 in 2015 is 93% (increase of one percentage point on 2014);
- Percentage achieving literacy at Level 4 is 84% (increase of four percentage points on 2014);
- Figures broadly in line with Virtual Comparator for City of Edinburgh (difference is not statistically significant);
- Note rising trend over three years for both Levels.

**Initial 2015 Literacy Figures for S6 pupils from Insight - most deprived 30%**

Edinburgh Integrated Literacy Strategy Report March 2016  
Appendix 3



- Percentage of S6 in SIMD deciles 1-3 leaving in 2015 with literacy at Level 4 is 96% (increase of two percentage points on 2014);
- Percentage leaving in 2015 with literacy at Level 5 is 80% (increase of three percentage points on 2014).
- Figures broadly in line with Virtual Comparator for City of Edinburgh (difference is not statistically significant);
- Note rising trend over three years for both Levels.

*Please note that these figures and graphs are taken from the Insight website (accurate as of August 2015) and may be subject to slight changes following the update which will be made to the website (due late February 2016) to reflect successful appeals etc.*