



St. Mary's Primary School Bannockburn

Literacy Policy



Stirling Council
Children's Services
Teith House
STIRLING FK7 7QA

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Introduction

The Scottish Government's vision for education is to:

'...create a more successful country with opportunities for all of Scotland to flourish ... [by] ensuring that all our children and young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens... [where] all children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in life, learning and work ... ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.'

(National Improvement Framework, 2016)

Curriculum for Excellence states that:

'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 (CfE).

(CfE Literacy and English Principles and Practice, 2009)

'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 teachers have the responsibility for promoting language and literacy development.'

(Building the Curriculum 1)

CfE looks at literacy and language in the context of the 21st century, taking into account changing forms of language and communication, including face to face communication, written communication and digital communication. CfE defines literacy 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.'

At St. Mary's Primary we work together to provide a caring, positive and stimulating environment where children actively engage in their learning journey. We encourage all our young people to develop as independent and cooperative learners by providing a breadth of learning experiences which offer appropriate support and challenge, allowing each child to develop to their full potential. Working in partnership with parents, our local and wider community we support our children in developing resilience and skills for learning, life and work.

Rationale and Aims

The general framework of literacy education within St. Mary's is based upon the CfE outcomes for listening and talking, reading and writing. Experiences and outcomes are used in planning for teaching and assessment. Literacy benchmarks aid assessment and tracking and monitoring of progress.

St. Mary's Primary School aims to support all children as they develop across the four capacities through a structured programme of study which capitalises on everyday opportunities to plan responsively and develop literacy skills across the curriculum. Learning and teaching of literacy permeates the whole curriculum, with core knowledge and skills developed during literacy sessions.

Our pupils will be encouraged to develop responsibility for their learning by ensuring:

- o Awareness of what is expected of them through the sharing of learning intentions and success criteria
- o Provision of appropriate feedback via self, peer and teacher assessment
- o Reflection on where they currently are and on their next steps in learning

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word are essential for progress in all areas of the curriculum. Our literacy curriculum is designed to develop

- o critical and creative thinking
- o competence in listening, talking, reading and writing
- o positive attitudes towards language development
- o personal, interpersonal and team-working skills (important in life and in the world of work)

It provides opportunities to

- o acquire knowledge about language
- o listen attentively
- o talk effectively
- o read with understanding
- o write for purpose and understanding
- o write fluently and legibly with accurate spelling and punctuation

What is meant 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.

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

In Curriculum for Excellence Publications Literacy and Language experience and outcomes are organised under three main headings:

- listening and talking
- reading
- writing.

Within these organisers there are subdivisions.

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The *tools* sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on *finding and using information* include, in reading, critical literacy skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the *creating texts* experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

We recognise that effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of technology.

Progression within and across levels will take place in a range of ways, including:

- continuing development and consolidation of the range of skills
- increasing independence in applying these skills, and the ability to use them across a widening range of contexts in learning and life
- gradually decreasing levels of support used by the learner (for example from teachers, classroom assistants, parents or peers), and reduced reliance upon techniques such as wordlists or writing frames
- the ability to mediate discussions without teacher intervention
- in reading, the increasing length and complexity of text (for example the text's ideas, structure and vocabulary)
- in talking and writing, the increasing length, complexity and accuracy of response
- increasing awareness of how to apply language rules effectively.
- Developing skills to analyse texts critically including knowing how author's seek to influence reader

Links with other areas of the curriculum

In addition to the opportunities to develop literacy in all aspects of learning, there are strong connections between learning in English and learning in other areas of the curriculum. There are close links, for example, between the expressive arts and the development of early language through play activities. There are also important links between the expressive arts and creative writing, social studies and critical literacy. Interdisciplinary studies are likely to involve both research and a strong element of presentation and provide valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to the critical literacy outcomes where learners are asked to assess the reliability of information.

Whatever the sector, whatever the subject area, young people will be:

- engaged in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

What is meant by 'texts'?

The definition of 'texts' needs to be broad and future proof therefore within *Curriculum for Excellence*,

a text is the medium through which ideas, experiences, opinions and information can be communicated.

Reading and responding to literature and other texts play a central role in the development of learners' knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy and English framework reflects the increased use of multimodal texts,

digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose. Examples are given below.

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

In planning for learning in any curriculum area it is important for practitioners 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.

What are broad features of assessment in Literacy and English?

Assessment in literacy and English will focus on the responses of children and young people to the language and to the ideas and information that they find in texts, and on the development and application of their skills in listening and talking, reading and writing.

Teachers will see evidence of their progress through children and young people's growing skills in communicating their thinking and using language appropriately for different purposes and audiences. Much of the evidence will be gathered as part of day-to-day learning. The use of specific assessment tasks is also important to provide evidence of progress, particularly at transitions.

Assessment of progress in literacy and English will focus on judgements about the success of children and young people in developing key literacy and English language skills and applying their skills in their learning and in their daily lives and in preparing for the world of work. For example:

- How well are they communicating with confidence to suit their purpose and audience and showing increasing awareness of others in interactions?
- How does their confidence in listening and talking help their personal development, social skills and ability to solve problems?
- To what extent are they exploring and enjoying fiction and non-fiction texts of increasing depth, complexity and variety and making increasingly sophisticated personal responses?
- How well do they engage with challenging issues raised in texts?

As a school we endorse the aims and principles of literacy and language in Curriculum for Excellence which are summarised above

Planning our literacy programme

In planning our literacy programme we must take account of the principles of curriculum planning and ensure that children experience challenge and enjoyment through study and investigation of interesting stimulating text from a

wide genre and different sources including for example novels, non fiction text- recipes, instructions, moving image, poetry and plays.

The programme must ensure progression at an appropriate pace from the earliest stages of learning how to decode written text to making our young people literate citizens who can apply their skills, knowledge and understanding with increasing confidence.

Encouraging an enthusiasm for learning through personalisation and choice are key principles of planning in literacy-engaging children in planning the direction and focus of investigations. Assessment approaches must promote personal targets to improve the development of literate citizens.

Literacy skills are integral to success in all areas and can be introduced, reinforced and consolidated in the opportunities we provide for wider achievement in school and beyond.

Literacy is integrated into all aspects of the life and work of the school and all areas are intertwined with each other. To support a consistent approach throughout the school a summary of strategies, resources and agreed assessment approaches is organised below under each of the three organisers used in the Curriculum for Excellence document.

LISTENING AND TALKING

Whole school approaches to developing skills, knowledge and understanding in Listening and Talking:

Ethos and Expectations

Talking and Listening are imperative to a learner's enjoyment of learning. The key points of Dialogic Teaching are the following:

- Collective: Teachers and children address learning tasks together, whether as a group or a class
- Reciprocal: teachers and children listen to each other, share ideas and consider alternative viewpoints
- Supportive: children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understanding
- Cumulative: teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry
- Purposeful: teachers plan and steer classroom talk with specific educational goals in mind

We operate as much as possible a 'no hands up' policy within St. Mary's, which links to AiFL. Pupils and teachers can develop a series of hand signals to demonstrate their readiness to think, to speak and control the direction of the discussion. (Talk Gym)

Ensuring that there is a respectful supportive ethos in the playroom and classroom- good listening skills are modelled and rules of turn taking are made clear and expected at all times.

Careful questioning which encourages deeper more detailed responses as well as explanation of ideas and justification of thoughts and opinions.

Use of learning partners to encourage contribution of all and give pupils time for consideration and reflection. An ethos which encourages pupil voice through elected representation-house system, pupil parliament,eco committee, etc and in how the curriculum is organised –identifying key questions and encouraging an element of choice in investigations.

At the early level, children will learn through planned, purposeful play, representing ideas in their activities through listening and talking. The development of communication skills will be promoted across the curriculum.

At the first level, children will learn to speak others' views and to confidently articulate their own thoughts and opinions. They learn to listen to others, take turns and listen appropriately.

At the second level, children will learn to adapt the way they communicate to suit different situations, purposes and audiences. They will be encouraged to make informed decisions through discussion and debate.

All classes should have listening and talking rules on display within the classroom.

Here are a range of learning activities that could be used in the classroom:

- Establishing rules and routines for effective discussion
- Thinking hands/listening bodies
- Varying group sizes within the lesson
- Talking partners
- Shared leadership of discussion
- The use of Bloom's Taxonomy flip cards to discuss question types
- Teachers using answers to build ideas and deepen dialogue
- Pupils formulating questions
- Pupils analysing the quality of talking and listening within the lesson
- Teachers stepping back and allowing pupils to mediate discussion
- Pupils negotiating/evaluating/reaching consensus
- Pupils chaining ideas into coherent lines of enquiry

Planned opportunities to develop skills in listening and talking

At the earliest stages children's thoughts, ideas and opinions are valued.

Group tasks with clearly defined roles and responsibilities

Opportunities to present their learning individually, in groups and as part of their class.- success criteria should be agreed.

Prepared talks on topics related to the curriculum.

Use of hand gestures to facilitate listening and talking

Interview opportunities –as interviewer people with information relevant to context for learning for example and interviewee –in the context of enterprise, world of work, school responsibilities and skills for life.

Activities such as listening skills exercises- following instructions

Planned opportunities to develop note taking skills from discussions.

Developing the skills and vocabulary to enable children to find and summarise key ideas

Debating skills

Role play and hot seating

Drama activities

Developing questioning skills in order that pupils can understand and use literal, evaluative and inferential questions.

Opportunities to perform in school performances, readings in church and assembly.

Assessment

Staff will identify the learner's

- o Contribution to discussions
- o Ability to take turns
- o Ability to explain their thinking
- o Awareness of audience
- o Participation in presentations
- o Degree of confidence, including use of voice and body language

o Ability to question appropriately

Additional support

Some pupils may benefit from intervention by Speech and Language services. If this is the case referral can be made after discussion with parents and the Pupil Support Coordinators. Support needs can range from developing clear articulation to support in word finding or word retrieval and use of words or how to communicate in social situations.

READING

Whole school approaches to developing skills, knowledge and understanding in Reading:

Ethos and Expectations

Ensuring that children have access to a wide range of interesting materials and are encouraged to develop a love of reading.

Modelling good practice in reading aloud by all staff.

As part of our commitment to help our young people achieve their academic and personal potential we must prepare them to have the skills to be literate in a modern world. This means that the opportunities we offer them should be engaging, at an appropriate pace and challenge for their needs and take full account of the wide definition of text contained in the introduction to this document

Planned opportunities to develop skills in reading

Our P1 - P7 Reading Framework can be best described through the following:

<u>P1 - P2</u>	Reading the Lines - Literal (Who? What? Where? etc.)
<u>P3 - P5</u>	Reading Between the Lines - Inferential (What does the text suggest? What is the author trying to say?)
<u>P6 - P7</u>	Reading Beyond the Lines - Interpretive and Evaluative (Why is this important?)

Children from the earliest stages have access to a wide range of texts and are encouraged to make the link between text and the information, ideas, feelings etc that it represents.

Language activities are made fun and engaging by encouragement to know and use rhyme rhythm, songs and jokes in daily interactions.

Children are encouraged to see the relevance of text all around them –in street and shop signs, car names, and in signs in and around school.

Children learn from the earliest stages the range and purpose of text and about how they are organised. They are familiar with terms such as author and illustrator and the conventions of text-reading left to right and from front to back.

Books from home are encouraged and good use is made of the local and school library, examples of online text

A combination of strategies and approaches aimed to accommodate different learning styles is used.

Phonic knowledge is developed using Jolly Phonics.

Phonic knowledge is applied and look and say techniques are developed using Oxford Reading Tree reading books supplemented by a variety of other short books and jolly phonic readers .

Reading skills are broadened with the introduction of short novels and nonfiction books as soon as possible for children.

Lessons in knowledge about language and spelling are supported by the use of Jolly Grammar and Jolly spelling.

Oxford Reading Buddy is an online resource that all children from P4 to P7 can access through their Chromebooks.

Reading Guidelines for specific stages:

P1 [W P1 ORT Timeline.docx](#)

P2 - P3 [W P2 and P3 ORT Timeline.docx](#)

P4  P4 reading planner

P5  P5 reading planner

P6 - P7  P6-7 ORT Timeline.docx

Assessment of Reading

At the early level, children will be immersed in an environment rich in print and possibilities for communication. They will begin to develop a love for and care of books, both fiction and non-fiction. Children are taught the mechanics of reading, acquiring a sight vocabulary and a range of reading strategies such as phonic, context and syntax cues.

In the early stages it is essential to devote time to word attack skills. A knowledge of phonic patterns, together with the use of context clues, will assist children in reading material from a variety of sources.

At the first level, children will read independently and with enthusiasm, developing skills in finding, selecting and sorting information.

At the second level, children will read a range of texts to suit different situations with greater emphasis placed on the development of higher order reading skills.

Assessment: Staff will identify children's

- o Growing fluency, expression and understanding
- o Understanding of key ideas from texts
- o Skills in reading to learn as well as learning to read
- o Developing skills of analysing and evaluating

The following should be used to help support the assessment of reading for each particular level:

Reading Early Level - <https://drive.google.com/file/d/1KvSLW8SMB2fxrv2HKrYIOYr7zPt0cmXc/view?usp=sharing>

Reading 1st Level - <https://drive.google.com/file/d/14wMg4cyN1bRGTe7Hobo2sngvSIBsN018/view?usp=sharing>

Reading 2nd Level - https://drive.google.com/file/d/1vD0neat9Ev2_SkdtrDXu8JlKCoBBCnNq/view?usp=sharing

Teacher's professional judgements ensure that resources and activities are tailored to pupils needs and prompt action is taken to address any concerns.

Additional support for pupils is available with the support for learning teacher and SLAs. Additional diagnostic testing of reading to identify difficulties can be arranged in line with authority policies.

WRITING

Whole school approaches to developing skills, knowledge and understanding in Writing:

Ethos and expectations.

Opportunities to write for a range of purposes are valued from the earliest stages. All written work is valued and respectfully displayed

Planned opportunities to develop skills in writing

At the earliest stages the documentation approach makes the link between spoken and written text.
Pre-writing opportunities and making writing part of play from the earliest stages.
A range of activities to develop fine motor skills are in place- drawing, painting cutting, making and modelling as well manipulating a variety of textures and materials and toys
Correct formation of letters are taught and then expected in all writing
Regular focused writing lessons support correct formation and neat linked script for all children.
Cross curricular opportunities to develop and apply writing skills are well planned for and evident in plans.
Core writing lessons develop writing skills focusing for example on setting for stories, developing characters, good opening or use of adjectives.
Skills to support extended writing are taught- note taking-planning, setting out of reports,
VCOP strategies are used to support writing
Supports such as word books, dictionaries, word lists and pyramids are available to pupils and used effectively.
All writing activities have clear learning intentions and success criteria which are agreed and shared with pupils.-writing success criteria are stored electronically in pupil share.
Opportunities to focus on success criteria and evaluate progress are used throughout lessons with the use of the visualiser, learning partners and reference to the success criteria.
Range of writing – Children must be given opportunities to write in a wide variety of genre for various audiences and with a clear purpose.

Some of these writing activities will be in the context of another curricular area and some will be developing skills as a discrete aspect of literacy development

At the early level children will be encouraged to see the relevance and importance of writing, for example, making marks on paper to produce a shopping list. They will be provided with interesting resources to explore and develop this skill.

Children will progress to recognise and produce the correct formation of letters, words and sentences.

At the first level children will use their skills to explore and record their own experiences and imaginary worlds. Children will learn to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. They will be aware of an increasing range of punctuation marks and of the ordering of a story i.e. beginning, middle and end.

At the second level note taking will develop to allow individuals to independently organise information, encouraging in-depth analysis of texts. Children will use appropriate punctuation, paragraphs and varied sentence structure with an awareness of audience and purpose.

Resources

Skills for all life purposes will be developed alongside the important technical skills of spelling, handwriting and grammar. As a school we access a wide range of resources and use lots of stimuli to support the development of writing. All stages use the “Big Writing” programme. Resources for the teaching of writing using Big Writing can be found on staffshare. These include interactive computer games, model pieces of writing, success criteria, punctuation pyramids, etc.

Big Writing Guidelines

Spelling/Phonics

Spelling is an integral part of the teaching of literacy, and as such, should be given priority through a whole school approach.

To become successful spellers, learners need to be taught in a motivating and interactive manner using a variety of activities. Opportunities for consolidation need to be afforded on a daily basis and should include the promotion of

collaborative learning. The teaching of spelling should predominantly be school based as the practice of giving lists of words solely to learn as homework has proven to be less than successful.

Learners in the early years will also be learning to spell through a phonic approach.

P1 - P3

In St Mary's basic sounds are taught at an appropriate pace, and starts as a whole class in primary 1. Sounds are introduced following the Jolly Phonics Programme order. Teachers should refer to and follow the Teaching Ideas for Spelling and Grammar which are at the front of the Jolly Grammar Handbooks.

Spelling - P1 - P3 Programmes

P4 - P7

It is our aim to deliver effective spelling lessons which support differentiated learning by offering a personalised approach to accommodate diverse learning styles and abilities. This is achieved through the implementation of a 3 step routine which is designed to ensure that all learners are suitably challenged.

We strive to equip learners with strategies which they can apply to support accurate spelling through teaching approaches which support the development of phonological, orthographical, morphological and etymological knowledge.

An example of our 3 step routine can be found via the following link  [Spelling Routine Example](#)

We also have a list of key words for P1 - P5 that we would expect most learners to know by the end of each stage. (Appendix 1)

Assessment of writing

All writing lessons should start with agreed Learning Intentions and success criteria and progress should be measured against these. Good quality feedback based on success criteria should be included and opportunities to peer and self assess should be planned for as part of each lesson. Quality feedback using two stars and a wish/target or more detailed feedback should be used regularly to inform next steps.

Evidence of progress in writing should be gathered at the agreed times in assessment folders.

At the end of Term 1, in January and again in May every child at St. Mary's will be expected to produce a piece of unsupported writing that will then be stored in the Assessment Folder and will be kept throughout their time in primary school. The three separate pieces will involve different genres. e.g. The first piece of writing could be an informative piece, the second piece will be imaginative and the final piece could be persuasive. This will enable staff to track progress of individuals and groups, identify areas of strength and development needs and help promote progression and continuity. The piece of writing should be formally assessed using the Big Writing CfE Criterion Scale (this can be found on Staffshare under Big Writing or the class teacher could use the child's existing Big Writing CfE Criterion Scale if this is applicable.) for assessment, and should be awarded a sub – level of achievement, a long term numerical target for achievement by the end of a set period, (usually a term or a year) and three small-step targets that will result in the pupil moving forward immediately towards their numerical target. If unsure about the performance of individuals please ask for assistance from SLT members.

The following two pieces of writing should be assessed in the same way and the teacher should provide the same input as in the first piece of writing. i.e. discussion surrounding the piece of writing but no further assistance. The pieces of writing should cover informative, imaginative and persuasive writing and can be completed in any order.

The following two pieces of writing should be assessed in the same way and the teacher should provide the same input as in the first piece of writing. i.e. discussion surrounding the piece of writing but no further assistance.

Monitoring and Review of Literacy Policy

Evaluation and review of the policy for Assessment, Moderation and Reporting as part of our quality assurance procedures and during audits within the School Improvement Plan cycle.

Date		Staff Lead
Produced	November 2012	
Updated	May 2024	Thomas Joyce, Headteacher
Review	May 2027	

Appendix 1

SPELLING COMMON WORDS (HIGH FREQUENCY)

The following list contains a **suggested** list of words that could be used for the teaching of high frequency words *as part of* a whole school spelling programme. You will notice that the lists are shorter than some commercially produced material. By doing this, it has been found that the success rate for the majority of pupils is much higher. The lists do become progressively longer and have been graded into bronze, silver, gold, platinum and diamond covering P1 – P5. All 310 words could then be reinforced in P6 and P7 if necessary. Although you will find that some of your pupils will be able to spell many of the words at an earlier stage, you should aim for **all** your pupils to be able to spell **all** of the words at the suggested stage.

*** All the lists are written in large font for pupils to use in their games and activities.**

Primary 1**BRONZE****12 words**

These are the 12 key words that the children should learn to read, write and spell during the course of primary 1, adapted from McNally and Murray's key words.

a and he I in is it of that the to was

Primary 2**SILVER****28 words**

These are the 40 key words that the children should learn to read, write and spell during the course of primary 2, adapted from McNally and Murray's key words.

all are as at be but
can came for had
have him his my new
no not on one said
she so they two we
when with you

Primary 3**GOLD****60 words**

These are the 100 key words that the children should learn to read, write and spell during the course of primary 3, adapted from McNally and Murray's key words.

about an back because been before big by
call come could did do down first from get
go going has her here if into like little look
made make me more much must now off old
only or our other out over right see some
their them there then this up want well went
were what where which who will

Primary 4**PLATINUM****90 words**

These are the 150 key words that the children should be taught and/or reinforced during the course of primary 4, adapted from McNally and Murray's key words plus suggestions from the Highland Literacy Officers.

after again always am ask another any away baby ball
best black blue book boy bring children day dinner
don't door each egg end every farm fast fell find five
fly four found girl gave give good green hand head help
home house how jump just keep know last left live long
many never next once open own play put read room
round saw say school should soon stop take tell than
these thing think three time too tree under very walk
white why wish work woman would year your

Primary 5**DIAMOND****120 words**

These are the 270 key words, suggested by the Highland Literacy officers, which should be taught and/or reinforced during the course of Primary 5.

above aeroplane afternoon allow although along any April
arrive August autumn aunt balloon breakfast beach
behind below brother brown centre circle city coming
cousin December doctor door eight eleven England
evening February fifteen fifty floor forty Friday friend
front Grandad Grandpa Grandma Granny grey huge
hundred holiday Inverness Ireland January June July
kitchen knee later leave lie March May Monday million
morning Mr. Mrs. Miss money name near night nine
ninety nothing November October often orange phone
picture place playground purple rectangle road Saturday
Scotland September seven shoe sister small square
street Sunday talk teacher team telephone television
Thursday thousand time town today triangle Tuesday
twelve twenty thirteen thirty tomorrow uncle under

walk watch Wednesday white would world yellow
yesterday