

Lochnell Primary School



Curriculum

Parent/Carer Summary

Curriculum

Over the past year, we have worked hard to create a curriculum that is inclusive and supports growth and challenge. Each area of our curriculum now has its own dedicated policy, or policy section, and has been summarised below.

Literacy - Writing and Grammar

At Lochnell Primary School, we believe writing is a vital skill for learning, life, and work. From Primary 2 to Primary 7, all classes follow the same structured approach to teaching writing to ensure every child receives a consistent, high-quality learning experience.

Our teaching is based on the Talk for Writing approach, which develops children's ability to understand, plan, and produce writing through:

- Imitation – learning from a shared, high-quality model text.
- Innovation – practising and adapting skills with support.
- Independent Application – producing their own final piece.

Children in Early Level (ELC and P1) follow a different, play-based writing progression appropriate for their stage.

The Writing Cycle

Our writing programme runs in 6-week blocks, with all classes working on the same genre at the same time.

Week 1 – Cold Piece Assessment

- Children complete an unassisted piece in the block's genre.
- This helps teachers identify strengths and next steps.
- Each child sets three personal writing targets to work on during the block.

Weeks 2–5 – Skills Development

- Children study and analyse a high-quality model text, displayed in class.
- Lessons focus on:
 - Genre features (e.g. persuasive techniques, report structure)
 - Sentence construction and grammar
 - Vocabulary development (including Word Aware and Closing the Vocabulary Gap strategies)
 - Organisation and presentation
- Learning activities may include drama, storytelling, outdoor learning, and real-life experiences to inspire writing.

Week 6 – Hot Piece Assessment

- Children write an independent piece in the same genre as the cold piece.
- This is assessed to measure progress and achievement of targets.

Grammar and Vocabulary

Grammar is taught explicitly in every block, linked to the genre being studied. The Grammar Progression ensures coverage from basic sentence structure to advanced punctuation and complex sentences.

Vocabulary is developed through:

- Direct teaching of new words
- Revisiting and reusing vocabulary across the curriculum



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- Using context-rich reading materials linked to the writing genre

Marking and Feedback

- Only the cold and hot pieces are formally marked by teachers.
- Children self- and peer-assess their work using a Red/Amber/Green (RAG) system against their success criteria and targets. Teachers engage in 'live marking', giving feedback and suggestions during the lesson and writing process.
- Feedback is focused on progress towards the three personal writing targets.

Genre Coverage

Across a three-year cycle, all writing genres outlined in the Scottish Curriculum for Excellence are taught, ensuring:

- All children experience every required genre for their level
- Progression and challenge from P2–P7
- Alignment across composite classes
- Support for Learners

We recognise that some children have additional support needs and may require adaptations such as:

- Use of technology for typing
- Scribed work
- Additional planning or vocabulary support

Progress is measured against individual targets, not just age/stage expectations.

Moderation

Teachers work together to moderate samples of writing, ensuring:

- Consistent marking across the school
- Shared professional understanding of standards
- Improved feedback and planning

Summary

In summary, the Lochnell Writing and Grammar Policy ensures every child:

- Has clear writing targets each block
- Learns through an engaging, consistent process
- Develops grammar and vocabulary alongside writing skills
- Is supported to achieve their full potential in a way that is fair, inclusive, and challenging



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Literacy – Reading

At Lochnell Primary, we believe that reading is the foundation of success in all areas of learning. Our Reading Policy sets out how we teach reading skills and foster a love of books, from Primary 1 through to Primary 7.

Our Vision for Reading

We want all children to become confident, enthusiastic readers who can understand, enjoy and talk about what they read. Reading helps children learn about the world, develop empathy, build vocabulary, and express themselves more clearly. Most importantly, it opens doors — both now and in the future.

Our approach combines the explicit teaching of reading skills with enjoyment of high-quality texts, and is fully aligned with our Writing, Literacy and Health and Wellbeing policies.

How Reading is Taught

Primary 1–3

- Children follow the Oxford Reading Tree (ORT) progression. These carefully levelled books help children practise the sounds, words and comprehension skills they are learning in class.
- Children do not have to read every book — teachers select the most appropriate texts to provide challenge, variety and enjoyment.
- Staff may also use other reading schemes (e.g. Read Write Inc., Collins Big Cat) to support group needs.
- Reading is supported through phonics teaching, vocabulary development, and structured reading tasks.

Primary 4–7

- Reading is based around novel studies and group texts, chosen to match the children's reading stage, interests and the class's writing focus.
- Children take part in group discussions, guided reading, and follow-up tasks to build understanding, fluency and enjoyment.
- Teachers carefully select books that provide age-appropriate challenge and support a range of reading strategies.

Genres and Skills

Our reading programme is planned in 4 blocks across the year. Each block includes a focus on a particular genre and a set of reading skills, which are developed before, during and after reading. These often link with the writing genre and wider learning theme for that term.

Examples of reading skills we teach include:

- Predicting and questioning
- Clarifying unfamiliar words
- Summarising and retelling
- Inferring character feelings and motivations
- Analysing language, structure and style
- Comparing texts and evaluating impact

How We Assess Progress

- Reading progress is monitored through observations, group discussions, written tasks, and formal assessments.



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- From P2–P7, we use the PIRA for Scotland reading assessments in Autumn and Spring. P1 completes an assessment in Summer.
- Teachers track progress using a shared tracking document and meet regularly to ensure consistency across the school.

Supporting Every Learner

All children are supported to make progress in reading. We:

- Use targeted group reading or 1:1 sessions where needed
- Adapt texts to suit reading stage and interest
- Include decodable books and visual supports for early and struggling readers
- Make use of digital tools (e.g. eBooks, audio) to support access to texts

Resources and Home Links

- We use a wide range of books in class including fiction, non-fiction, poetry and traditional tales.
- Home reading books are shared weekly. Please read and talk about them with your child — this makes a big difference!
- We encourage families to make reading part of daily life — at bedtime, with siblings, in libraries and on screens.

If you have any questions about how we teach reading at Lochnell Primary, or how to support your child at home, please don't hesitate to contact your child's class teacher.

Literacy – Talking and Listening

Why Talking and Listening Matters

At Lochnell Primary, we believe that the ability to communicate effectively is a cornerstone of learning and life. Talking and listening skills are essential for developing confidence, creativity, empathy, and critical thinking. This policy sets out how we nurture these skills from P1 to P7 through planned, progressive experiences that link closely to our writing curriculum and wider learning themes.

How We Teach Talking and Listening

Talking and listening skills are not taught in isolation. Instead, they are woven into every area of the curriculum, with a clear focus in each of our four termly blocks each year. Children practise speaking and listening through a variety of formats:

- Paired and group discussion
- Presentations and performances
- Questioning and responding
- Debates and roleplay
- Recitations and storytelling

Each block has a particular genre focus (e.g. recount, narrative, persuasive), and talking and listening activities are designed to match that. For example, when pupils are learning to write reports, they may also practise giving verbal explanations or instructions. This ensures that skills are built consistently across reading, writing, and oral communication.



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Scotland Week (Term 3)

Every year, all pupils take part in Scotland Week, where they learn and perform a Scottish poem. This is an opportunity to celebrate culture, develop performance skills, and build confidence. Each class chooses two pupils to represent them at a special event called Scotland Afternoon, judged by members of the local community and wider education services. This is the only formal talking and listening assessment in Term 3, and it replaces the usual class-based task.

What Progression Looks Like

Talking and listening tasks are carefully planned to increase in challenge from P1 to P7. Younger children begin with simple paired conversations and storytelling, while older pupils may take part in debates or present persuasive speeches. Our upper school learners also engage in leadership interviews and structured group discussion tasks to prepare them for future responsibilities.

Across the school, children are taught to:

- Speak clearly and confidently in front of others
- Listen actively and respond appropriately
- Share opinions and build on the ideas of others
- Adapt their talk for different purposes and audiences
- Reflect on their performance and set next steps

Inclusion and Support

We understand that speaking in front of others can be difficult for some children. Some learners may:

- Share their presentation with a smaller group
- Record their talk on video
- Have additional preparation time or prompts
- Use visuals or assistive technology to support communication
- Our aim is for all children to feel successful and supported in developing their voice, whatever their starting point.

Assessment and Progress Tracking

Teachers assess progress based on Curriculum for Excellence expectations, and record strengths, next steps, and support needs. This information helps us to plan responsively and celebrate growth over time.

Working Together

Talking and listening doesn't only happen in school. You can help at home by:

- Encouraging your child to explain things in their own words
- Asking open-ended questions at dinner time
- Listening to and discussing stories or news together
- Practising speeches, poems or presentations in a safe, supportive way

By working together, we can help all learners become confident communicators—ready to thrive in school and beyond.



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Literacy – Spelling and Handwriting

Our Approach

At Lochnell Primary, we believe strong spelling and handwriting skills are essential for confident, independent learning.

Our programme develops these skills step-by-step from P1 to P7, following national and local guidance, including:

- Curriculum for Excellence (CfE) Literacy and English Experiences and Outcomes.
- Highland Literacy “Wraparound Spelling” approach.
- Argyll and Bute literacy guidance.
- BSL (British Sign Language) National Plan for inclusive communication.

We have designed a whole-school progression so all children learn and apply spelling patterns and handwriting skills in a clear, consistent order.

Spelling

- In P1, we follow the Jolly Phonics letter/sound order but replace the standard actions with BSL fingerspelling, making learning more inclusive for deaf or non-verbal children.
- From P2 upwards, children learn phonics, spelling rules, common words, and more complex word structures (prefixes, suffixes, and patterns).
- Lists are decodable, meaning words only include sounds and patterns children have already learned.
- We also teach high-frequency common words to support reading and writing fluency.
- All classes work to the same weekly focus so that teaching is consistent across the school, even in composite classes.

How it works:

- Each school year is split into four 6-week blocks.
- Weeks 1–5: Teaching and practising spelling rules/patterns.
- Week 6: Review and assessment of that block’s learning.
- Assessments also take place three times per year to check spelling ages and progress.

Handwriting

- We use the Letter-Join resource to teach handwriting in a structured, developmental way.
- P1: Pre-writing skills (lines, shapes, patterns), then printed lowercase letters in the same order as they are learned in spelling.
- P2: A mix of printed and joined letters — only joins for blends/phonetic patterns already taught.
- P3: All handwriting in cursive script, with systematic teaching of joins.
- P4–P7: Increasing fluency and consistency through joined writing in words, sentences, and longer pieces.
- Good posture, grip, and spacing are reinforced at every stage.

Inclusion and Support

- Adaptations are made for children who need extra help — e.g., alternative recording methods, scribing, or digital tools.
- BSL fingerspelling is used school-wide for early spelling actions to ensure all pupils can take part fully.
- Word lists, handwriting patterns, and teaching resources are available for home support.



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How Families Can Help

- Encourage your child to practise spelling words little and often at home.
- Notice and praise neat, joined handwriting in home learning.
- Use the weekly spelling rule or pattern in everyday conversations and activities.
- Support any extra activities or tools suggested by the class teacher.

Numeracy and Mathematics

At Lochnell Primary, we are committed to delivering high-quality numeracy and mathematics learning that supports every child to achieve their potential. Our curriculum is based on the Scottish Curriculum for Excellence and supported by national and local guidance, including Education Scotland, Argyll and Bute Council, and the Counting on Excellence progression.

What Your Child Will Experience

- **Daily Numeracy and Maths**
Your child will take part in numeracy and mathematics lessons five times per week, with at least two sessions focused specifically on numeracy. Lessons are practical, engaging, and rooted in real life.
- **Problem Solving at the Core**
Problem solving lies at the heart of all teaching. Children explore different strategies, explain their thinking, and apply their learning in creative, meaningful ways.
- **Conceptual Understanding and Fluency**
Children build strong number sense and fluency across all key areas: number, money, measure, shape, time, data, and patterns. Daily Number Talks help develop mental agility and reasoning.
- **Structured and Progressive Curriculum**
Teaching follows a consistent structure of four 6-week blocks per year, each focusing on specific areas of learning. Week 6 is used for assessment, reflection, and planning next steps.
- **Reinforcement and Topical Maths**
The weeks outwith the 6-week blocks are used to:
 - Reinforce and revisit prior learning
 - Address gaps in understanding
 - Explore topical or seasonal maths, such as calendars, budgets, or maths linked to class projects
- **Whole-School Focus**
All classes explore the same mathematical focus each block (e.g. all working on shape or time), supporting coherence across our composite classes.
- **Resources That Support Learning**
We use White Rose Maths as our main resource. Teachers may also use TeeJay, Heinemann, or Scottish Heinemann Maths to suit their learners' needs. Teachers plan using their professional judgment rather than following any one scheme rigidly.

How We Assess Learning

- **Ongoing Assessment**
Teachers assess children's progress through observation, discussion, and day-to-day work.
- **End-of-Block Assessment**
Each 6-week block concludes with an assessment activity, helping identify progress and next steps.
- **Standardised Assessments**



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Children in P2–P7 complete PUMA assessments twice a year. P1 completes a summer version. These support tracking and planning.

- **Pupil Involvement**

Pupils reflect on their learning using the XBRA framework (eXploring, Building, Reinforcing, Applying), set goals, and talk about their mathematical thinking.

Support for All Learners

We believe all children can succeed in numeracy and mathematics. Support may include:

- Extra adult help or small-group work
- Practical or visual materials
- Adjusted tasks or questions
- Challenge tasks for more confident learners

Our inclusive approach ensures that every child is supported to thrive.

Making Maths Meaningful

Numeracy and maths are not just taught in isolation — children regularly apply their learning in:

- Real-life tasks like budgeting or measuring
- Outdoor learning and problem-solving activities
- Cross-curricular links, especially during writing (e.g. using data in reports or arguments)

How You Can Help at Home

- Talk about numbers in everyday life (e.g. cooking, shopping, travel times)
- Play board games, puzzles, or card games
- Ask your child to explain how they solved something
- Encourage a positive, confident attitude to maths

If you have any questions about your child's progress in numeracy or mathematics, please don't hesitate to get in touch. We're always happy to support learning together.

Health and Wellbeing

At Lochnell Primary, we believe that health and wellbeing (HWB) is the foundation of every child's success. We are committed to ensuring that all children feel safe, respected, included, and ready to learn — every day.

What is Health and Wellbeing?

Health and Wellbeing includes:

- Physical wellbeing (e.g. PE, nutrition, movement, sleep)
- Mental and emotional wellbeing (e.g. resilience, self-regulation, friendships)
- Social wellbeing (e.g. relationships, teamwork, communication)
- Personal safety and healthy choices
- Relationships, Sexual Health and Parenthood (RSHP)
- Understanding rights, responsibilities, and values

Physical Education and Activity

PE is taught at least twice weekly, with outdoor learning encouraged when possible.



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- In Term 1, PE focuses on team games and ball skills.
- In Term 2, focus shifts to gymnastics and Scottish country dancing.
- In Term 3, the emphasis is on racket skills and continued team games.
- In Term 4, children build stamina and technique through athletics and sports day games.

P4–P5 pupils access weekly swimming in Term 1 (this counts as one PE session). Additional opportunities are provided for those who find swimming challenging.

Weekly Health and Wellbeing Lessons

In addition to PE, each class has a weekly HWB lesson that focuses on emotional literacy, resilience, safety, values, rights, and healthy choices. These sessions support children to:

- Recognise and manage emotions
- Form positive relationships
- Make safe and respectful decisions
- Understand their rights under the UN Convention on the Rights of the Child (UNCRC)

Key Resources We Use

- RSHP.scot – a national, age-appropriate resource for teaching relationships, consent, health and parenthood.
- Emotion Works – a visual programme helping children understand and regulate their emotions through symbols and discussion.
- SHANARRI – the wellbeing indicators used across Scotland: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included.

How Health and Wellbeing Is Taught Across the Year

We use a consistent 6-week block model for planning all curriculum areas. Our progression ensures that:

- All children take part in a class charter during Term 1, Week 1, exploring rights and responsibilities.
- Key wellbeing themes are revisited and built on each term.
- RSHP content is carefully planned by stage (e.g. P1, P2, etc.) to ensure developmentally appropriate learning.
- Children explore diversity, personal safety, online safety, and how to build healthy friendships.

How We Track Wellbeing

- Teachers monitor HWB throughout the year using observations, pupil voice, and the SHANARRI indicators.
- Wellbeing is discussed during termly tracking meetings alongside literacy and numeracy.
- We use the XBRA tracking code (Exploring, Building, Reinforcing, Applying) to assess progress.
- There are no formal HWB assessments; learning is formatively assessed through discussion and daily interactions.

Inclusion, Support and Equity

- All lessons are inclusive and adaptable.
- Learners who require additional support may receive differentiated tasks, sensory support or help with emotional regulation.
- We work in partnership with families to meet individual wellbeing needs.



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Our Vision

We want every child at Lochnell to feel:

- Safe and nurtured
- Included and supported
- Valued and heard
- Empowered to make healthy, informed choices

Interdisciplinary Learning (IDL) and Discrete Curricular Areas

At Lochnell Primary, we want learning to be meaningful, relevant and exciting for all children. Our Interdisciplinary Learning (IDL) approach ensures that children explore broad and important themes across different curriculum areas in a way that feels purposeful and connected.

What is Interdisciplinary Learning (IDL)?

IDL brings different subjects together around a common theme. At Lochnell, our four annual IDL blocks each explore the world from a different perspective:

- My Historical World – exploring people, places, and events from the past
- My Wider World – considering global citizenship, diversity, and sustainability
- My Scientific World – investigating science, technology and the natural world
- My Local World – learning about our community, environment, and local economy

These themes place the child at the centre of learning. Rather than learning in isolation, children explore real-world questions and problems that relate to their interests, lives, and communities.

How does it link with other areas of learning?

Our IDL approach works hand-in-hand with:

- Writing – Each block's genre matches the IDL theme (e.g. reports during 'My Scientific World', narratives during 'My Historical World').
- Numeracy and Mathematics – Maths concepts such as data handling or measurement are taught in real-world contexts during IDL blocks.
- Reading and Talking & Listening – Texts, presentations and discussions link closely with the IDL theme to help children deepen their understanding.

How is learning planned?

Before each IDL block begins, staff work with children to complete a KWL grid:

- K – What do we already know?
- W – What do we want to know?
- L – What have we learned? (reviewed at the end of the block)

This helps shape the learning around children's questions and interests while still ensuring full curriculum coverage.

What other curriculum areas are covered?

Alongside IDL, we also ensure children receive high-quality learning across all discrete curricular areas. These are planned and tracked to ensure coverage over a three-year cycle:



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- Religious and Moral Education (RME): Includes learning about world religions, values, and moral choices. Key religious festivals are celebrated in assemblies.
- Science: Delivered primarily through 'My Scientific World' but also linked to other themes and taught discretely when needed.
- Technology: Includes digital skills, coding, designing and creating with tools and materials.
- Expressive Arts: Children explore art, music, drama and dance. P1–P2 perform a Nativity in December, and P3–P7 take part in a Summer Show.
- Social Studies: Covers history, geography and modern society topics, often linked with IDL themes.

Each area is mapped out to ensure no important experiences or outcomes are missed.

Why does this matter for your child?

This approach helps your child:

- Make meaningful connections between subjects
- Ask deep and thoughtful questions
- See the relevance of what they are learning
- Build key skills like teamwork, creativity and communication
- Enjoy a balanced and engaging curriculum

Digital Learning

Why Digital Learning Matters

At Lochnell Primary School, we believe that digital learning is an essential part of your child's education. In today's world, children must not only be able to use technology confidently, but also understand how to do so safely, responsibly and creatively.

Digital tools support learning across the curriculum. Whether your child is researching, presenting, coding, designing, or learning to type, they are developing key skills for life and work in the 21st century.

Our Vision

We aim to:

- Equip every child with the digital skills they need for life, learning and future employment.
- Ensure all pupils can use technology safely, ethically, and responsibly.
- Provide access to high-quality resources including iPads, Chromebooks, programmable devices, and online tools.
- Make digital learning inclusive, creative and accessible to all learners.

How We Teach Digital Skills

Your child will learn a wide range of digital skills over their time at Lochnell. These include:

- Basic skills like logging in, saving work and typing.
- Using Microsoft Office (e.g. Word, PowerPoint, Excel).
- Coding and programming with tools like Scratch and Beebots.
- Using search engines effectively and safely.
- Creating multimedia presentations.



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- Evaluating online information for truth and bias.
- Engaging in cyber resilience lessons to stay safe online.

These skills are taught through class projects and real-life learning, with a clear progression from P1 to P7.

Key Tools and Platforms

We use a range of resources and platforms to support your child's learning:

- Glow Scotland – a national online learning platform
- Seesaw – for sharing learning with families
- Sumdog – for maths and literacy games
- LetterJoin – for handwriting development
- Scratch, Kodable, and Beebots – to teach coding and problem solving
- iPads and Chromebooks – to enhance learning in all subjects

Cyber Resilience and Online Safety

We take online safety very seriously. Each year, every class takes part in lessons focused on:

- Safe and responsible use of the internet
- Protecting personal information
- Recognising and responding to online risks (e.g. scams, fake news, inappropriate content)
- Being kind and respectful online

Pupils are taught what to do if they see something upsetting or if someone makes them feel uncomfortable online. Our staff follow national guidelines and use trusted resources to ensure that children are equipped to be responsible digital citizens.

Artificial Intelligence (AI)

As AI becomes more common in daily life, we help pupils understand:

- What AI is and how it is used in everyday tools (e.g. voice assistants, search engines)
- That some online content is created by AI, not humans
- How to spot signs of AI-generated text or images
- The importance of critical thinking when reading or watching digital content
- We also support responsible use of AI in learning, always with ethical guidance and supervision.

Digital Inclusion

We ensure all learners can access digital learning, regardless of need or background. Adaptations (such as enlarged text, screen readers or audio tools) are available for children who need them. Where families need support with home access, we will do our best to help.

Staying Connected

We believe digital tools should strengthen the partnership between school and home. You can support your child by:

- Talking about their digital learning
- Exploring Seesaw together
- Discussing how to stay safe online
- Encouraging responsible and reduced screen time

