



Response to the P1 SNSA

Sue Ellis – Chair of P1 SNSA Enquiry

Jenny Carey – Senior Teaching Fellow, Enquiry member

*Caroline Meikle, Muckhart Primary, Clackmannan,
Enquiry Member*

Aims & Process of the Enquiry

- A Professional Forum to advise the Scottish Government, education policy and practitioner communities on the implementation and use of SNSA in Primary 1 classrooms.
- Balanced membership – expertise in P1, management, local authority implementation and stance towards SNSA.
- Open scrutiny – composition, agenda, meeting notes and presentations posted on *Education Scotland* website
- Continuing – Reedy report recommendation
- Seeking members – must have ***P1 experience***

The perfect storm

- Play – invisible pedagogy. Why are reading and number positioned as work not play?
- Debate about when and how children are taught to read, write and count.
- Clash with phonics first and fast approaches – sounds, words and non-words in P1, continuous text in P2.
- SNSA expects children to read for meaning, and to read meaningful sentences in P1.

PLAYFUL TEACHING AND LEARNING

Caroline Meikle –
Muckhart Primary
School,
Clackmannanshire



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MUCKHART PRIMARY SCHOOL



Experiences and Outcomes

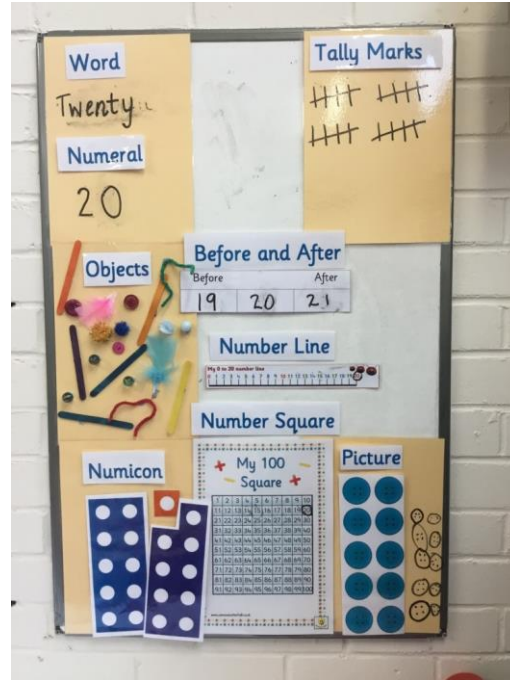
MNU 0-02a

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-03a

I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.



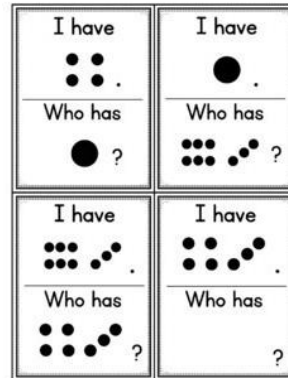
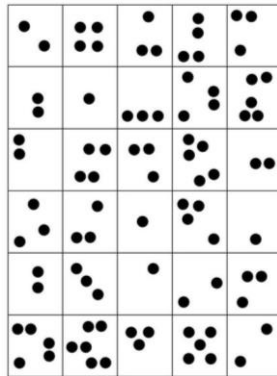


Identify and recognise numbers.



Use one-one
correspondence
to count a given
number of
objects.

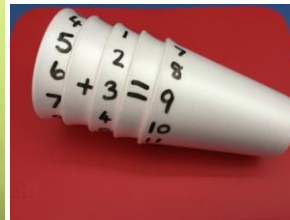
Subitising Game



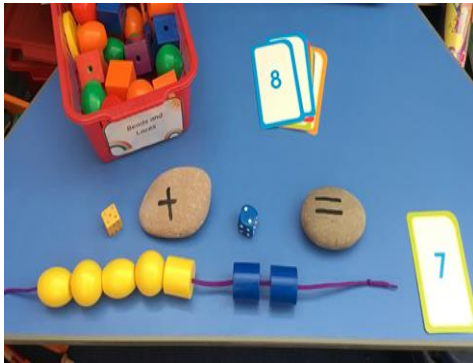
Identify “how many” in regular and irregular dot patterns.



Use
mathematical
language.



Count on and
back to add and
subtract.



Use
mathematical
symbols +, - and
=.

Experiences and Outcomes

LIT 0-01a / LIT 0-11a / LIT 0-20a

I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

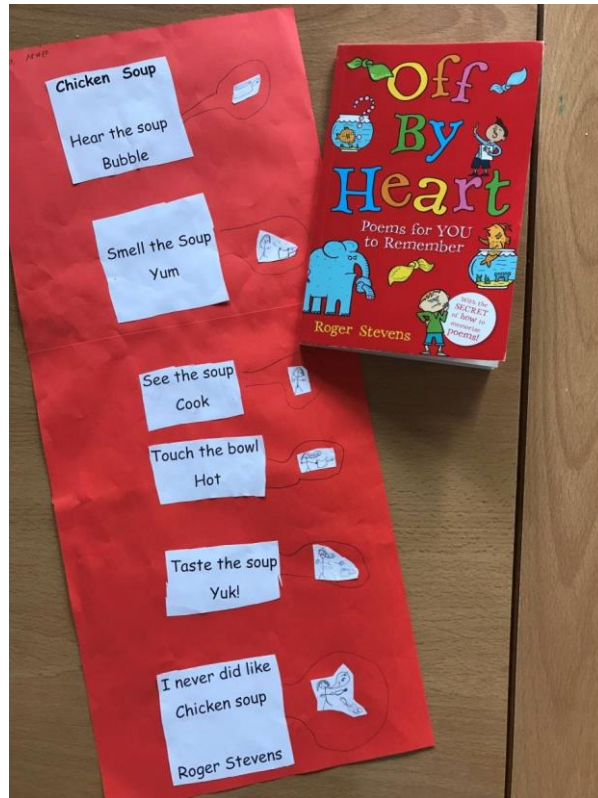
ENG 0-12a / LIT 0-13a / LIT 0-21a

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

LIT 0-09b / LIT 0-31a

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.



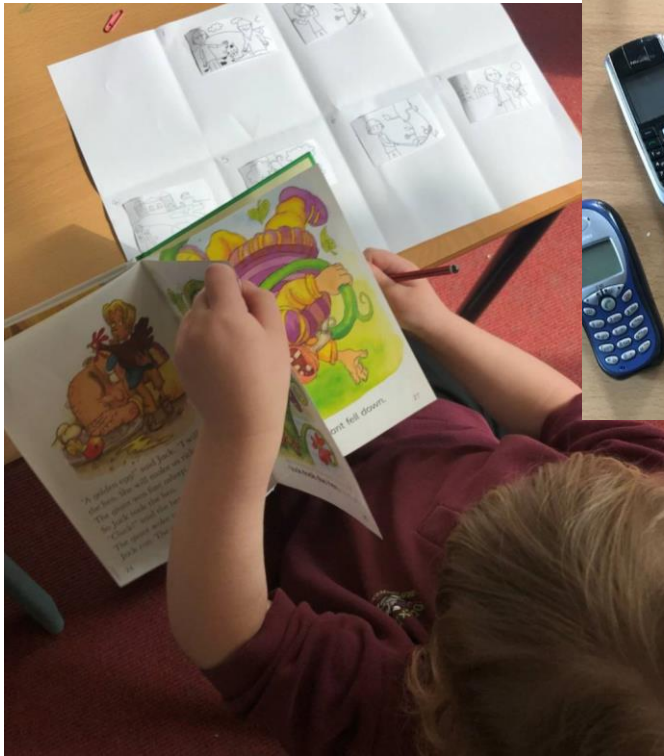


Participating
in stories and
rhymes.

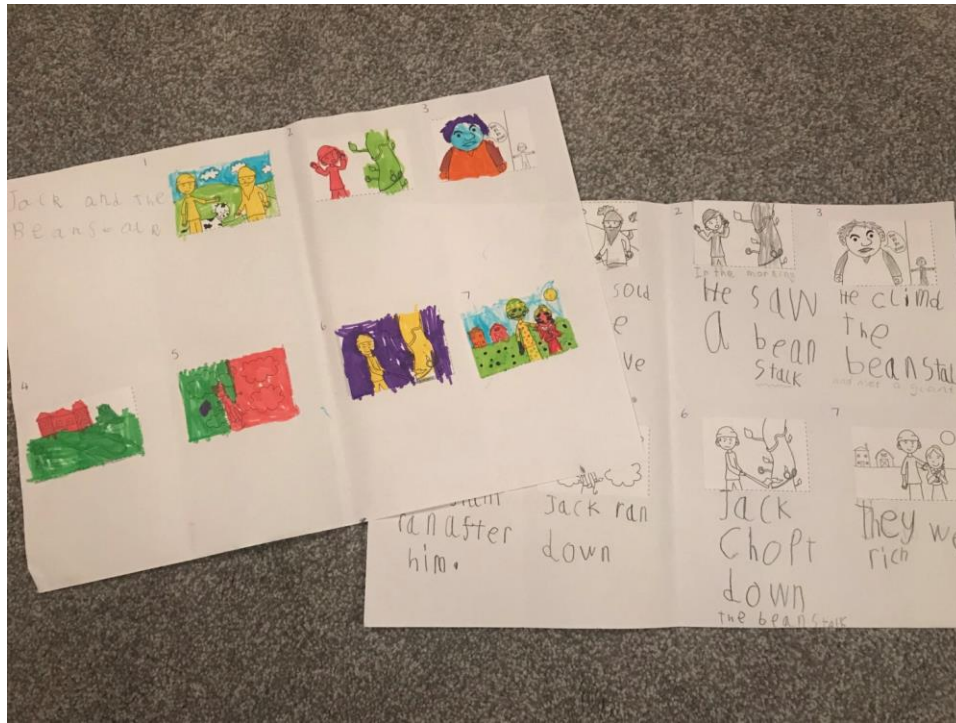


Engaging
with texts
for
enjoyment
and sharing
likes/dislikes

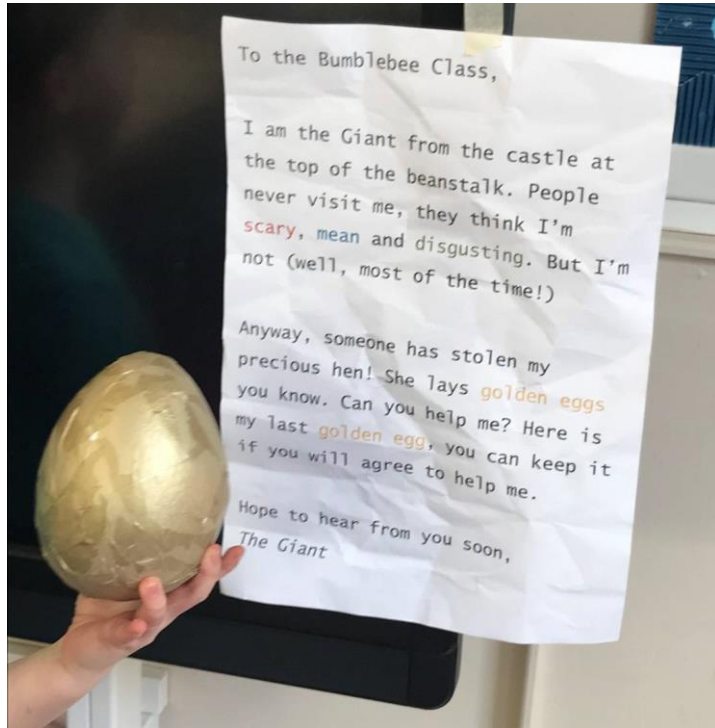
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Reading
aloud.



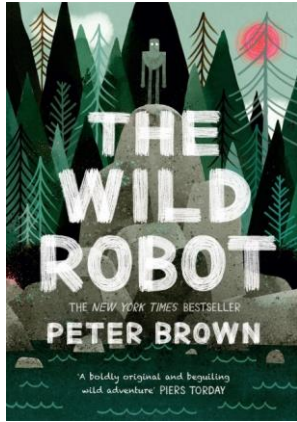
Sequencing
a story.



Letter to the
Giant

Would you
climb the
beanstalk?

Creating
new texts
to share
ideas and
feelings.



Role Play

Freeze Frame

Hot Seating

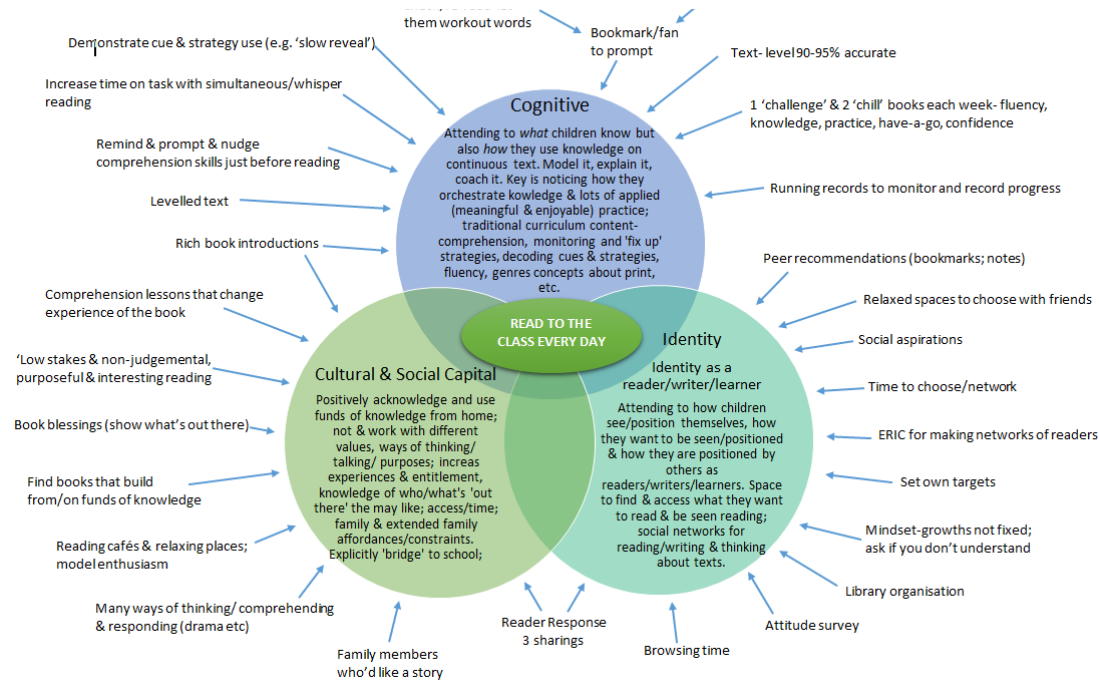
Developing vocabulary through story-based activities.



Visualisation

How does the SNSA fit
with this playful
approach to learning?

Clackmannanshire Reading Project: in partnership with Strathclyde University



Sue Ellis | UNIVERSITY OF STRATHCLYDE

The 3 Domain Model

- focus used to be on the cognitive aspects of reading
- Clacks working to shift to a more balanced model
- Gains in children's comprehension and confidence in reading already evident

Practical Outcomes

- Report and recommendations
- Playful Pedagogy in P1 does not preclude learning to read, write, count and think mathematically.
- How can the SNSA fit with diagnostic, responsive teaching
- Booklet by a sub-group – practitioners & researchers (Reading – generated most debate)
 - In draft
 - Considers underpinning skills & playful activities
 - Diagnostic – focus is on the right mix of activities

Booklet Structure

- *Introduction*
- Two sections: ***Comprehension & Orchestrating decoding***
 - ***Troubleshooting*** – key questions (diagnostic)
 - ***Activities*** (Activity; Literacy learning; Nudge the learning; Take it up a notch).
 - ***Quick-fire activities*** (little explanation)
- *Diagnostic Overview* – links activities to troubleshooting



Big question: How these ideas 'land' with teachers

- Interested in all staff (not just high flyers)
 - Reading groups – what sense do they make of it
 - Teachers to try activities – what they noticed about children

If you are interested in participating, leave email details. You will be asked which kind of trial you want & be sent a structured, confidential feedback form.