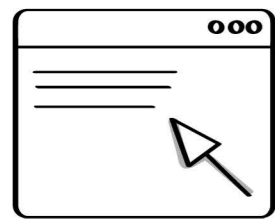




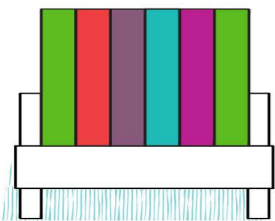
# BLOG

A holistic approach to **TEACHING LITERACY DRIVEN** by high-quality **LEARNING** experiences

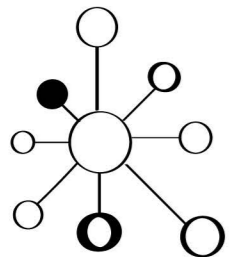
**CHAPEL OF GARIOCH PRIMARY SCHOOL**  
Reading and Research



**Highland Literacy Project**



**North Lanarkshire Active Literacy Teacher Packs**



**National Improvement Hub Case Studies** including those from Northmuir Primary School.

The successful approaches to teaching literacy through a very well-considered, systematic, co-ordinated and holistic programme. This is driven by high quality learning experiences, rather than by resource. Children at all stages benefit from learning complementary skills in reading, writing, listening and talking linked to different genre, in blocks of time within a yearly plan. This affords children the opportunity to explore, practise and master core literacy skills in relevant, motivating and often real-life contexts.

Teachers felt that perhaps there was an imbalance in coverage of the experiences and outcomes in literacy and that teaching and learning in this area was disjointed. For example, learners didn't make the connections between non-fiction books and functional writing or between listening and talking and taking notes to then writing an extended piece. Some learners were not transferring their literacy skills across the curriculum. There was a need for a streamlined and holistic approach to learning and teaching that would ensure that learners had a wide range of experiences that would encourage them to make links and that their skills in literacy could be developed in a meaningful context.

We looked at reading first and split learning and teaching into 4 areas: Non-fiction, Fiction, Novel Study and Poetry/Plays. We then looked at areas of writing: Functional Writing, Persuasive Writing, Creative/Personal Writing and Poetry/Plays which closely reflect the reading. This left four clear blocks of learning where the skills developed in reading and writing were complimentary. We applied the experiences and outcomes to each of the four blocks and then applied the Es & O's for listening and talking that compliment each block.

This process has changed how teachers plan the learning and teaching of literacy. They can now apply the blocks of learning in literacy to relevant contexts to ensure a breadth and depth of learning. Learners can now apply their skills in literacy across the curriculum as the core skills are developed in such a way that learners can make connections and year on year build on these skills in different contexts.

**Nicola Cameron-McDonald**  
headteacher

