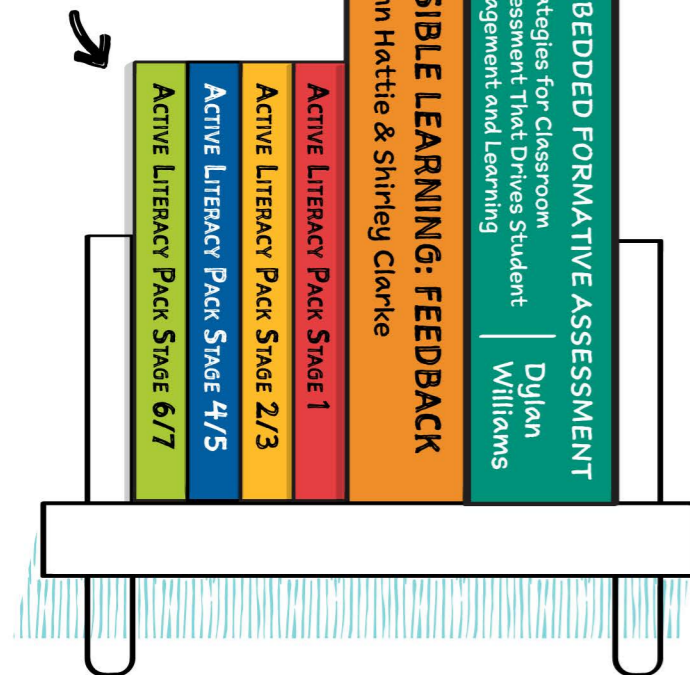


BLOG

DUNLOP PRIMARY SCHOOL

Bookshelf of Reading and Research

North Lanarkshire
Active Literacy
Programme Manuals



Our journey began in 2015, after rigorous self-evaluation highlighted the need to increase the levels of pace and challenge in literacy across all stages of the school. Our focus was to embed a holistic approach to phonics, spelling, reading and writing. However, as a school, we needed to ensure the pace of change was well managed and sustainable.

After our visit to the North Lanarkshire Literacy Base in 2015 we decided to adopt the Active Literacy Approach. This was a huge undertaking as it encompassed all areas of literacy and required a huge commitment from all staff with regards to CLPL, resource management and changes to pedagogical approaches.

We knew that this would require a phased approach. We decided as a staff to formulate a 3 year implementation plan which would allow for staff confidence in delivery of each element to grow, and for the impact on levels of attainment to be tracked effectively.

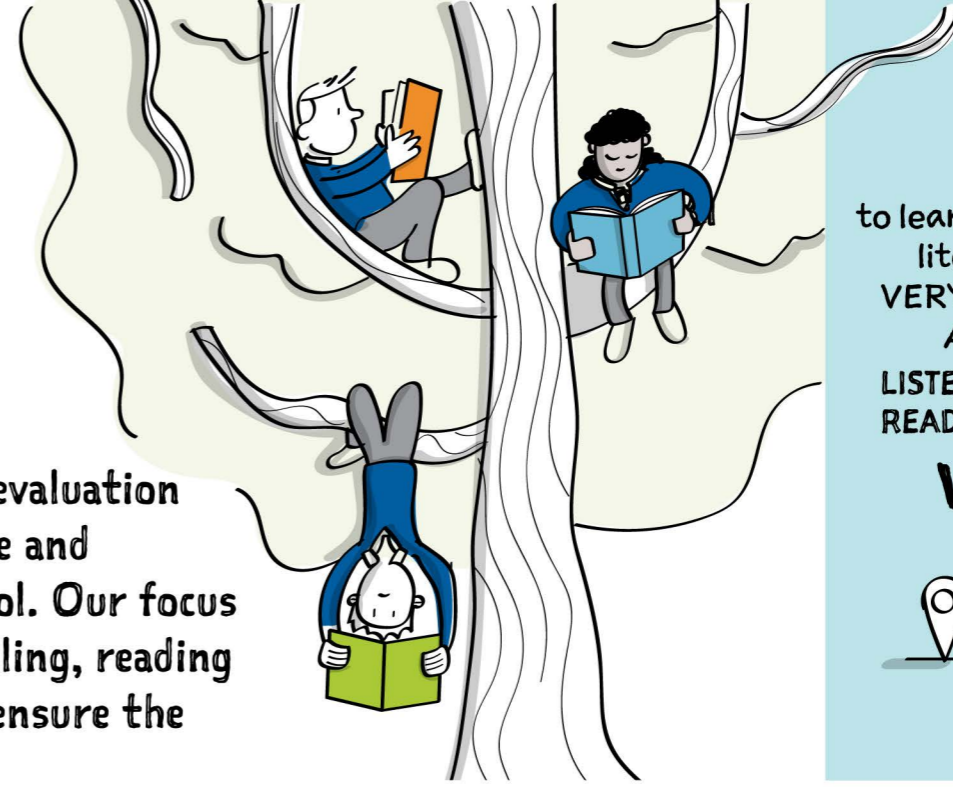
It was key that staff, children, parents and carers were consulted and understood the rationale behind the changes, and were invested in this school priority. In order to support our families we delivered information evenings, leaflets and open hours to allow parents and carers to see the approach in practice.

The impact was instantly noticeable through the increased enthusiasm and levels of engagement from all pupils in reading and the active phonics and spelling lessons. Rich pupil dialogue could be heard as children discussed passionately their reading strategies in relation to more challenging texts and media. Children now apply confidently their literacy skills across all areas of the curriculum.

Over the last 6 years, through professional dialogue, self-evaluation and reflection, we have adapted the programme to meet the needs of all our learners. Quality feedback and assessments are used to improve learning and rigorous analysis of attainment data by all staff has given us the confidence to make changes to ensure that we provide rich experiences across all areas of literacy. Our high levels of learning, teaching and assessment have been recognised across our local authority and we have willingly shared our highly-effective practice and resources with our colleagues.

Emma White - principal teacher

Pamela Wilson - headteacher



The approach to learning and teaching in literacy, leading to **VERY GOOD LEVELS OF ATTAINMENT** in **LISTENING AND TALKING, READING** and, in particular, **WRITING**

