

# Libraries Supporting Learning

Library-based activities supporting Curriculum for Excellence  
in North Lanarkshire Schools and Educational Establishments





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This document has been produced in order to provide an outline of some of the library-based activities taking place which support Curriculum for Excellence activities in schools and educational establishments. The examples highlighted show how libraries and library-based activities can be effective in supporting learning and teaching activities and how they have a real impact on pupils' learning.

It is hoped that the examples included in this document will provide ideas and inspiration to staff wishing to develop similar activities in their own school libraries and in the wider community.

All the activities highlighted have been supported by Children and Young People's Librarians from the Education Resource Service. Staff wishing to receive similar support in their own school or educational establishment should contact the ERS at the following address:

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ERS catalogue: <http://tinyurl.com/ERSCatalogue>  
ERS Blog: <http://ersnlc.wordpress.com>*



# Spanish Life and Culture at Cardinal Newman High School

## Experiences and outcomes supported by the project

- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**
- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**
- By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**
- I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence **MLAN 2-08a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**
- Throughout all my learning, I can use search facilities to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**
- I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

## Description of activity

In Spring 2011 Primary 7 pupils from Cardinal Newman High School's four associated primary schools participated in an Enterprise Rich Task on Spanish life and culture. The LRC Manager from the school and the Education Resource Service (ERS) Children and Young People's Librarian (CYPL) offered pupils assistance with research skills, as well as a range of appropriate craft activities, all linked to their topics of Andalucia, the Basque region, Madrid and Barcelona. They agreed a timetable of visits to primary schools and invited schools to bring groups of pupils to the high school library as part of the project.

The LRC Manager and the CYPL visited Holy Family and John Paul II primary schools with resources on Spain from the ERS to supplement school library stock. They helped pupils search for relevant information from books and children had to answer set questions before moving on to their craft activities, which included designing attractive Spanish fans, and plates as well as decorating pictures of Spanish dancers and the Spanish flag. The LRC Manager had prepared an online Spanish Millionaire quiz about Spanish life and had selected computer games to reinforce Spanish vocabulary and these were offered to pupils in John Paul II Primary School. Pupils enjoyed the games and proved to be very proficient.

The CYPL visited St Gerard's P.S. and Sacred Heart primary schools with books on Spain and children enjoyed the challenge of looking for useful information for the project. She brought a box of Spanish artefacts from the ERS and children loved trying on the costumes and looking at the various objects which included postcards, castanets, tapas dishes, posters and replica fruit. Teachers from St Gerard's and Sacred Heart Primary Schools accepted an invitation for groups of children to visit the high school library to take part in online Spanish games, use the school library for further research and enjoy another session of craft activities.

The project culminated in an enterprise showcase presentation on Spanish life, culture and traditions in Cardinal Newman H.S. where each school presented their information to an invited audience. Pupils in each of the schools showed great flair and imagination in producing attractive eye-catching posters, art work, booklets and other written work, much of which was on display in the foyer at Cardinal Newman High School for the event. One of the highlights of the event was a flamenco dance by pupils from John Paul II primary.

Teachers put a huge effort into working with the children on the project and the range of activities children were offered was incredible – outings to art galleries, tapas bars, and travel agents, as well as visits to the Modern Languages and Home Economics departments at Cardinal Newman H.S. for active learning sessions.

The project allowed the LRC Manager to meet with future S1 pupils and establish positive relationships with them. It also gave the librarian the chance to work with pupils on library and information skills.

The transition project was so successful that the High School organised a “Spanish Day” for the whole school later in the year. The LRC Manager, assisted by the CYPL, took classes for craft work, organised a Spanish competition and supported access to Spanish vocabulary computer games.

## Impact on learning

- ✓ Pupils learned about life in Spain, including its customs, food, culture and history. They gathered information from a variety of sources including books, Spanish artefacts, posters, films, Internet searches and listening to their teachers. They were able to select, and sort relevant information for displays in school and prepare the presentation.
- ✓ Through their learning, pupils were able to make comparisons in the lifestyle and culture of citizens in Spain with those of Scotland, talk about them with their classmates and highlight areas of similarities and differences in the presentation.
- ✓ Pupils worked independently and with others on computer games to help them understand new vocabulary, matching up written words to pictures and making sense of the text.
- ✓ Pupils demonstrated that they could learn both independently and also in groups.
- ✓ Pupils showed a determination to reach a high standard of achievement.
- ✓ Pupils were able to relate to others in their group and achieve success in different areas of their learning – research skills, art and craft work, and technology.
- ✓ Pupils showed respect for each other, and were able to develop knowledge and understanding of the world around them and understand the different beliefs and cultures in Spain. They demonstrated that they could participate responsibly in all the set tasks.
- ✓ Pupils showed that they could communicate in different ways, through oral presentations, written work and creative art work, and in different settings - library, school and official presentation.



# Dual Language Picture Book Project at Stepps Primary School

## Experiences and outcomes supported by the project

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. **LIT 0-02a / ENG 0-03a**
- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**
- I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. **MLAN 2-09a**
- I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**
- I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

## Description of activity

The dual language picture book project ran in partnership with the public libraries dual language project which aimed to raise awareness of the stock of dual language resources available in North Lanarkshire's Public Libraries.

Primary 7 pupils chose dual language picture books to review. Where pupils had a second language at home or within their extended family they were, as far as possible, offered a choice of books in that second language. The dual language resources on offer reflect the many languages spoken in Scotland.

Pupils enjoyed having a dual language book read to them – The Musicians of Bremen – before discussing the features of a picture book and what made a good picture book. The added element of the text in two languages was also considered. Pupils also considered what made a good book review and critically considered a number of different reviews which they were given.

At the second session pupils shared tips for reading aloud to others and sharing picture books with each other. Some ways of reading together were modelled before pupils had the opportunity to practice sharing their picture books.

The final session saw the Primary 7 pupils joined by the two P1 and P1/2 classes in the library. Pupils initially shared their books and stories with their own buddies. Primary 7 pupils then rotated around the different groups of infants reading their stories aloud with them and sharing the books together. The infant pupils in particular enjoyed having stories read to them.

## Impact on learning

- ✓ The project raised awareness with pupils of the wide variety of languages spoken in Scotland and within their community.
- ✓ By participating in this projects pupils have a better understanding of the resources available in the libraries in these other languages supporting their development as responsible citizens.
- ✓ Pupils were able to use picture clues from the books to decode the language which was unfamiliar to them.
- ✓ Throughout the project Primary 7 pupils were effective contributors to whole class exercises, small group activities and also worked well on their own.
- ✓ Pupils were able to transfer book review skills to their dual language picture books and in talking about the books with the younger pupils.
- ✓ The successful sharing of the picture books together between senior and infant pupils during the last session demonstrated pupils engaging with each other, taking turns and responding in appropriate ways





# Library Assistant Training at Glengowan and St Mary's (Caldercruix) Primary Schools



## Experiences and outcomes supported by the project

- I have experienced the energy and excitement of presenting / performing for audiences and being part of an audience for other people's presentations / performances. **EXA 2-01a**
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
- **HWB 2-11a**
- I value the opportunities I am given to make friends and be a part of a group in a range of situations **HWB 2-14a**
- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**
- When listening and talking with others for different purposes, I can:
  - Share information, experiences and opinions
  - Explain processes and ideas
  - Identify issues raised and summarise main points or findings
  - Clarify points by asking questions or by asking others to say more **LIT 2-09a**
- Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. **MNU 2-03c**
- As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 2-03a**

## Description of activity

The pupil library assistant training project was a joint campus project involving P6/7 pupils from St Mary's and P7 pupils from Glengowan primary schools. A job advert for the post of Library Assistant (with a 6 week training programme with 20 places available) was posted in both schools. Interested pupils filled in application forms and successful applicants were notified. Interview planning took place before the interviews which were held in both schools respectively. The interview panels included CYPL, head teacher and a member of the PTA.

Successful candidates were offered a place on the Library Assistant Training Programme.

During the training period pupils were given instruction and practical activities on the following:

- Fiction and Non-Fiction
- Classification
- Dewey Decimal Classification Scheme
- Subject Index
- Access It Automated Library System



The project concluded with a presentation to parents and other classes. The pupils organised themselves into groups and presented three separate PowerPoint presentations to the audience. Some included short quizzes and activities which encouraged audience participation. All pupils played a key part in delivering their team's presentation. All pupils were presented with a certificate at the end of the event.

Both schools came together in this project encouraging pupils to interact with each other. This along with the interview and training experience undoubtedly contributed to pupil's personal and social development. The presentation element of the project offered the pupils an experience which saw them grow in confidence.

Following the project there was a noticeable improvement in the maintenance of the school library. Pupils enjoyed their role of responsibility and with a sense of ownership assisted in the upkeep of the library. Pupils made full use of the opportunity of being able to put into practice all of the skills learned during the training programme.

Since the project head teachers from both schools have continued to foster the importance of the school library with pupils. The newly appointed Head Teacher in St Mary's requested a programme of library skills for P1 to P7, and the Head Teacher of Glengowan requested that a select group of the new P7's be trained as library assistants.

## Impact on learning

- ✓ Pupils' self-confidence and self-esteem improved through participation in the training programme and development of presentation skills.
- ✓ Pupils developed generic learning skills that supported them in becoming independent learners.
- ✓ Pupils fostered responsibility and ownership of the joint campus learning environment.
- ✓ The project fostered an effective team spirit as pupils from both schools worked together through both the training programme and the development of their presentation.
- ✓ Pupils demonstrated that they could make informed choices and decisions.
- ✓ Pupils demonstrated that they were able to relate to others and manage themselves.

# Primary Reading Quiz 2011

## Experiences and outcomes supported by the project

- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise my resources independently. **LIT 2-10a**
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
- **HWB 2-11a**
- Representing my class, school and / or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 2-12a**
- I value the opportunities I am given to make friends and be a part of a group in a range of situations. **HWB 2-14a**

## Description of activity

Following the success of 2010's pilot Primary Reading Quiz the 2011 Quiz was extended out to all areas in the authority. The fundamental aim of the quiz was to nurture a love of reading in pupils at upper primary level and to support reading attainment.

Area heats took place in early February with a total of 37 schools participating. All heats were held in branch libraries to reinforce the relevance of libraries in the Curriculum for Excellence framework. All teams were made up of four pupils from P6 and P7. Teams were notified of three titles ("Charlie and the Chocolate Factory" by Roald Dahl and J. K. Rowling's first two Harry Potter books) which could be borrowed from branch libraries. These titles would provide specialist rounds in the heats.

The top four teams from each area heat went through to the final. The finalist teams were provided with four books on which there would be guaranteed rounds in the final:  
"The Lion, the Witch and the Wardrobe" by C.S. Lewis  
"The Cat in the Hat" by Nick Green  
"Mary Queen of Scots and all That" by Allan Burnett  
A graphic novel version of Robert Louis Stevenson's "Treasure Island"

Sixteen teams went onto represent their school in PRQ Final event held in Airdrie Academy on 15th March. Children's author Keith Charters was Quiz Master for the event.

Working in teams pupils were developing in all four capacities of A Curriculum for Excellence as they prepared for and took part in the quiz.

Rochsolloch P.S. were the overall winners. St Joseph's P.S. were awarded second place and St Barbara's P.S. and Our Lady and St Francis P.S. shared third place.

The winning team was presented with a trophy, certificates and each member awarded a £20 book token. Runners up were awarded £15 book tokens and certificates.

Following the success of the 2011 event the Primary Reading Quiz 2012 is now underway. Heat stages have been planned for 46 registered schools.

## Impact on learning

- ✓ Working in teams pupils strived to do their best for themselves, their team and their school. This increased their own self-confidence and fostered a pride in their own school community.
- ✓ Pupils were able to demonstrate that they were able to work in partnership and teams
- ✓ Participation in the quiz helped support pupils reading attainment.
- ✓ Pupils thrived on the opportunity to nurture their love of reading.
- ✓ The quiz supported the development of pupils' literacy skills.
- ✓ Pupils' vocabulary skills were enriched through reading, talking, listening and watching.
- ✓ Pupils were able to develop knowledge and understanding of the world and
- ✓ Pupils demonstrated that they were able to make informed choices and decisions.
- ✓ During the quiz pupils had to show that they were able to apply critical thinking in new contexts.

Quotes from pupils:

*"I loved this quiz because it had good questions and got us acting like a team"*

*"Reading the books and answering the questions was my favourite thing about the quiz."*

*"I really liked the quiz. It was good fun and very challenging!"*

Quotes from staff:

*"Children were eager to read the novels whenever they had any spare time. They also took them home to read. Participation in the quiz improved concentration and sustained reading. "*

*"The children have said they plan to read more to enable them to do better in future quizzes!"*

*"Pupils enjoyed reading the books. I noted that they discussed the storyline with each other and were very enthusiastic. I hope this will continue."*

St Teresa's



Newarthill

# Primary 1 Reading Club at St Teresa's Primary School and Newarthill Library

## Experiences and outcomes supported by the project

- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b**
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**
- As I listen and talk in different situations, I am learning to take turns and developing my awareness of when to talk and when to listen. **LIT 0-02a / ENG 0-03a**
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**
- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 0-01a**

## Description of activity

The initiative was started to support literacy and CfE in the four primary schools local to Newarthill Library. Two of the schools opted to join the project: Newarthill Primary School and St Teresa's Primary School.

P1 pupils from St Teresa's PS visited Newarthill Library on a monthly basis for a story time session and the opportunity to borrow resources. Each session followed a similar format, using some puppets and props, the Children and Young People's Librarian began by sharing two or three stories or books, selected for their theme and the opportunity for pupil interaction. Themes included: traditional tales, changing seasons, health and school. The pupils were then offered a range of craft activities related to the story's theme, ranging from simple colouring sheets to creating origami figures. Some of the artwork was displayed in the library while other work was taken back to school or home. The pupils then had the opportunity to browse and read the resources in the children's area and borrow items for use in class.

Both schools have continued their participation into the new academic year and sessions will run with storytelling themes more closely linked to curricular topics in the classroom.

## Impact on learning

- ✓ Pupils demonstrated enthusiasm and motivation for learning during the course of the sessions.
- ✓ Pupils were able to demonstrate an awareness of the relevance of texts in their life.
- ✓ Pupils learned how to work independently and as part of a group as well as how to relate to others and manage themselves.
- ✓ Pupils demonstrated the ability to make informed choices and decisions during the sessions.
- ✓ Pupils were able to engage with a wide range of texts.

- ✓ Pupils had the opportunity to explore the richness and diversity of language.
- ✓ Pupils were able to apply critical thinking in new contexts.
- ✓ Pupils were able to enrich their vocabulary through listening, talking, watching and reading.



# Langloan Primary School

## Whole-School Book project

### Experiences and outcomes supported by the project

- 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.  
**LIT 0-09b / 0-31a**
- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / 2-20a**
- I can create and present work using the visual elements of line, shape, form, colour, pattern and texture **EXA 1-03a**
- I have participated in decision making and have considered the different options available in order to make decisions **SOC 1-18a**
- Representing my class, school and / or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.  
**HWB 2-12a**

### Description of activity

The aim of this project was to create a whole-school story book in which all pupils had the chance to participate. The pupil-driven story was developed as part of a whole-school focus on literacy.

The project was briefly outlined at an assembly before the first class discussed what made a good character and agreeing on a set of characters for the story. They then completed character description sheets to provide an outline of the main characters. Armed with this information the second class created artistic representations of the characters for display throughout the project.

The children in the nursery were given a set of story setting pictures and asked where the characters in the story should go. They also used items in the pictures to put these into an order before selecting the first line of the story to give to the next class.

The story then bounced back and forward through the remaining classes following the selected structure. These classes were able to visit the characters who were now on display and as the story developed a summary of the plot so far was added to the display. Classes often came up with several options for the story and then decided on which one they liked best.

The P6/7 class drew the story to its close and then took on the task of providing the illustrations for the final book.

The P7s then edited the story and compiled it, along with the illustrations, into a book complete with cover, blurb and typed text. Other members of the class compiled a PowerPoint presentation for the launch assembly telling the story of the creation of the book.

The final story was unveiled at a pupil-led assembly. The book was made available to each of the classes and displayed at a parents evening.

The school further developed this story by bringing in a drama specialist to work with one of the classes. This group of pupils turned part of the story into a mimed dramatisation which was then filmed and edited.



## Impact on learning

- ✓ All pupils in the school (nursery – P7) collaborated in this project and, as a result, excitement grew as the project progressed over a short time period.
- ✓ Pupils developed a sense of ownership of the story and were keen to find out what had happened to 'their' story. They checked the main display regularly to see the new synopses after each class had written their part of the story.
- ✓ In each class pupils explored lots of ideas, possible events and character developments before co-operatively agreeing on a final version of events in their part of the story.
- ✓ Through artwork – creating the characters and illustrating the story – pupils were able to bring the written word to life.
- ✓ The display space as the story developed afforded pupils the opportunity to see the large scale characters that had been made by one of the early classes to participate in the project. Pupils used a variety of resources to add colour, pattern and texture to the characters working from the descriptor sheets created by pupils in another class.
- ✓ The final story was presented at a special assembly by the Primary 7 pupils. Several members of the class explained the process and read the whole story back to the rest of the school. Pupils were therefore able to see not only their own part of the story but how it contributed to the final story.



# Information Literacy and Pupil-Parent Reaction Reading Group at Carbrain Primary School

## Experiences and outcomes supported by the project

- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**
- I can discuss structure, characterisation and /or setting / recognise the relevance of the writer's theme and how this relates to my own and others' experiences / discuss the writer's style and other features appropriate to genre. **ENG 2-19a**

## Description of activity

The CYPL working in collaboration with CLD Worker (Schools) created a project to develop P6 information literacy and to involve parents in their children's learning. The project culminated in the opportunity for pupils to participate in a joint parent/pupil Reaction Reading Group.

For two weeks pupils came to the school library in half class groups and worked on researching European countries. Co-operative learning techniques, such as collaboratively deciding on a group name and logo and developing effective group working were used throughout the project. The pupils learned how to plan their research, how to use the Dewey system to locate appropriate resources, how to use books – contents pages and indexes – and how to take notes under headings.

The pupils stayed in class for the third week of the project, writing up their findings and using online sources for additional information. The CYPL also took pupils in small groups to the library where they completed a role play activity to check their understanding of the Dewey system and gather further information.

During the fourth week pupils conducted presentations about various European countries to a group of parents. At the end of the presentations pupils and parents were invited to come along to an afterschool Reaction Reading Club.

The joint parent-pupil Reaction group met four times; the group was encouraged to choose a book from a prepared list of Reaction titles (from the ERS collections) and to take ownership of the group and direct its activities. The members chose Louis Sachar's "Holes" and decided to read only this book for the duration of the club. The group also watched the film of the book which prompted discussions on the differences between the book and the film. The members also enjoyed written activities exploring the many themes of the book, this also involved further library research. The group's art work and reviews were put on display in the library. The group members were very enthusiastic about this club and expressed an interest for it to continue in the new session.

## Impact on learning

- ✓ Pupils demonstrated a high degree of enthusiasm and motivation for learning throughout the project.
- ✓ When selecting ideas and relevant information they had the determination to reach high standards of achievement and prepared high quality presentations that they delivered to attending parents.
- ✓ Pupils developed their information handling skills by locating and selecting facts from a variety of sources and their ICT skills in creating electronic presentations.
- ✓ Pupils were able to link and apply different types of learning in new situations.
- ✓ Pupils and parents who voluntarily participated in the afterschool Reaction Reading group demonstrated the ability to speak with increasing confidence about their views on the chosen novel.
- ✓ When pupils worked in groups they engaged with each other taking on the various roles offered via cooperative learning, such as time-keeper, resource manager, scribe and they learned about the importance of their own and others' roles in such situations.
- ✓ The presentation to parents also provided an experience to help them to grow in confidence.
- ✓ Reaction members demonstrated their commitment to participate responsibly in cultural aspects of life in the school and the wider community.
- ✓ Group work in both the research part of the project and in the Reaction meetings provided many opportunities for pupils to provide peer support and show their care for others and their values and feelings.
- ✓ Reaction group members put forward their own ideas on the structure, characterisation, plot and language used in "Holes" and applied critical thinking to further the discussions.



# Scottish Week at Kirkshaws Primary School

## Experiences and outcomes supported by the project

- I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**
- I can recognise how the features of spoken language can help in communication, and I can use what I learn.
- I can recognise different features of my own and others' spoken language. **ENG 2-03a**
- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn **LIT 0-01a / LIT 0-11a / LIT 0-20a**
- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations **HWB 0-14a / HWB 1-14a / HWB 2-14a**

## Description of activity

Kirkshaws Primary School planned a Scottish Week to coincide with Burns' celebrations. The week was used to promote literacy activities including a Scottish Storytelling Day with competitions and displays.

The CYPL arranged for professional storyteller, Gerry Durkin, to spend a day at the school, telling Scottish stories to pupils from nursery class to P7 and getting them to join him in a selection of songs.

Parents were invited to attend the session and the storyteller took the time to talk to them about the importance of stories and books in their children's development. The library supervisor from Old Monkland Library visited the school in the morning to talk to parents and children about the role of the public libraries and the CLD Worker (Schools) was also present to talk to parents about various adult and family learning opportunities.

The school had organised a small working party of senior pupils to help with activities. They worked together to devise a book competition about popular Scottish characters, such as Maisie and Greyfriars Bobby, as well as a "Colour in Katie Morag" competition for younger pupils and nursery children. They produced posters to advertise the competitions and took entry forms round the school, encouraging other pupils to take part. They carried "Katie Morag's Teddy Bear" around all the classrooms so children could guess the bear's birthday and the winner won the Teddy. As a result of their hard work and enthusiasm, everyone took part in the competitions and winners received books as prizes, to link in with the theme and promote enjoyment of reading.

The CYPL arranged for the Storyteller to visit Old Monkland Library for another storytelling session after school and a number of pupils from Kirkshaws came along to hear more stories. She had also produced posters and flyers, inviting pupils from local primary and secondary school to the session.

The project proved to be a good example of partnership working, bringing together pupils, teachers, parents, support staff, library staff and other members of the community, in an enjoyable and valuable social and educational experience.

## Impact on learning

With instruction from the storyteller children were able to understand how gesture, emphasis on words, expressions and the choice of language including Scottish words all contribute to effective story telling.

The project gave pupils the opportunity to develop an understanding of what is special and vibrant about the Scots language and extend their own Scots vocabulary.

Pupils were actively engaged in the sessions and enjoyed being part of a group and sharing the whole school experience. They also appreciated the opportunity to meet other members of the local community.

Pupils showed enthusiasm and motivation for learning and successfully communicated their thoughts and opinions, both orally and in writing, on the stories they had heard. Pupils behaved responsibly throughout the session and showed respect for the storyteller, staff and visitors to the school.

Pupils had the opportunity to explore the range of Scottish fiction and non-fiction books on display in the library and discuss them with their peers.

The Working Group showed initiative in preparing suitable questions for the children and preparing colourful posters to advertise the competitions. They took responsibility for going to the various classrooms to deliver the competition forms. Pupils were keen to take part and work both independently and in groups to find out the answers from books.

Quotes from pupils:

*"I liked the storyteller because of the way he told the stories and I liked the songs he sang and the way he played on the guitar".*

*"I loved the Dundee Ghost song and I hope to see the storyteller again on our next Scottish week. I hope he sings the Dundee Ghost again".*



# Wee are Fit to Read Challenge at Shawhead Primary School

## Experiences and outcomes supported by the project

- I can :
  - Discuss structure, characterisation and/or setting
  - Recognise the relevance of the writer's theme and how this relates to my own and others' experiences
  - Discuss the writer's style and other features appropriate to the genre. **ENG 2-19a**
- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 2-11a**

## Description of activity

In order to encourage personal reading and to develop pupils awareness of genres the Primary 6/7 class of Shawhead Primary visited their local public library weekly to participate in the "Wee are Fit to Read" challenge. Additional aims of the project were to encourage reading as part of a healthy lifestyle and encourage use of the public library.

In addition to being challenged to read books from different genres pupils also had the opportunity to participate in a range of activities relating to their reading. Points for completing different activities and for the books they read were combined with their Wii Fit age to produce a "Wee Read" score.

During the first session pupils were asked to rotate around four "genre zones" – myths and legends, classics, crime and fantasy - where suggested titles were on display. Pupils were challenged to identify the books in each zone that they thought had the best cover, blurb and first line. They took a note of these in their "Wee Read" diary and then chose at least one title from each genre that they would like to read in order to create their own 'challenge reading list'. Pupils were given an opportunity to sign a book of their choice out of the library. Pupils also received a "Wee Read Gym Membership" card which, on presentation in the library, allowed them to use the Wii to practice and try to reduce their age score.

During the following weeks pupils, working in groups, rotated between activities:

- ✓ Book Sudoku – each group worked collaboratively to solve Book Sudoku grids. These are Sudoku style grids which use book covers rather than numbers. The original starting positions were given on an A4 sheet for reference.
- ✓ Cover design – pupils were challenged to redesign the cover of the book they had read as part of this project.
- ✓ Review wall – pupils completed review sheets for their books which were added to a Top Gear style wall of fame. Pupils were asked to place their review along the scale depending on what they thought of it.
- ✓ Wii fit challenge – using the Wii Fit software pupils had the opportunity to get their Wii fit age.



Each week pupils returned books they had read and took away new titles. The project ran over the Spring holiday fortnight and pupils were able to visit the library during this time and continue 'training'.

At the end of the project the pupils were presented with certificates and medals at a school assembly at which they also presented a report on the project to the rest of the school and encouraged their fellow pupils to participate in the library's upcoming Summer Reading Challenge. Although the element of competition had been a driving factor at the start of the project by its end all of the pupils were simply keen to read their next book, peer-review and participate rather than necessarily earning the rewards!

## Impact on learning

- ✓ Pupils were introduced to a wide range of new fiction writing.
- ✓ 70% of pupils thought that their attitude to reading had changed during the course of the Wee Read challenge and 65% of the pupils stated that it had changed their reading habits.
- ✓ Pupils' choice of texts had improved as a result of their exposure to a wide variety of genres. Pupils were observed reading outside during breaks and enthusiastically recommending books to others.
- ✓ Pupils worked effectively with others during collaborative activities.
- ✓ Pupils enjoyed the book sudoku so much that they made their own version in school and taught other year groups how to play it.
- ✓ Pupils were able to participate in learning experiences within a family member or within their local community.
- ✓ Almost three quarters of the pupils who participated in this project used their local public library during the spring school holiday. They also introduced other pupils and parents to this community learning resource.

Quote by pupil:

*"I liked it when we got to take books out the library because when I had spare time I would read my book instead of watching the tv".*

Quotes by parents:

*"Since he started going [to the library] with the school I have seen a dramatic change for the better. Everywhere we go in the house he has had his nose in a book."*

*"The book about Tam O'Shanter that he borrowed really stands out for me. I have never seen him so interested in a book before."*

*"He brought home books I never thought he would read. He will now sit and read for a while instead of playing games all the time."*



# Comic Life Book Making Project at Plains Primary School

## Experiences and outcomes supported by the project

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**
- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20a**
- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
- **HWB 2-11a**
- I value the opportunities I am given to make friends and be a part of a group in a range of situations. **HWB 2-14a**
- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
- **EXA 2-02a**
- I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**
- I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 2-04a**
- I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

## Description of activity

Pupils in P4/5 were investigating the topic minibeasts and pondlife. After discussing ERS support for this project with the Head Teacher and Class Teacher it was decided that this would take the form of instruction in research skills with individual pupil's work being "published" in a non-fiction book.

The project ran for three months. Pupils chose their own minibeast to investigate. School and ERS resources were used to support research in addition to pupils retrieving information and images from appropriate websites.

The class was given instruction on the Comic Life publishing application. Having mastered the functions the pupils then spent time creating comic style pages on the subject of their own minibeast. Pupils of differing abilities found the application easy to use and welcomed the opportunity to develop their ICT and/or design skills. During every visit to the class by the CYPL, pupils commented on how much they were enjoying creating their own comic pages and how they were using the application for other personal projects at home.

Pupils were asked to present their Comic Life Minibeast Project to peers, staff and parents. The class were extremely enthusiastic about this having so obviously enjoyed the “fun” element of Comic Life as a means of presenting their research. They explained to parents not only facts about their chosen minibeast, but also the functions of the Comic Life application.

Pupils work was also showcased on the Glow platform.

Pupil’s work was collected and then published in a bound book. This was presented to the class a week or so after their own presentation. It was heartening to learn at this time that the class had since used Comic Life to present their research into other aspects of the curriculum i.e. Ancient Egypt.

## Impact on learning

- ✓ Pupils developed generic learning skills that aided their research into the minibeast / pondlife project and which will continue to support them in becoming independent, lifelong learners.
- ✓ Collaborative planning by teaching staff and CYPL led to the development of an effective ICT-based learning activity.
- ✓ Pupils used technology for learning in both researching their chosen topic and for presenting their findings.
- ✓ The Comic Life application allowed pupils to link and apply their knowledge in a new and novel fashion. Skills were then applied to other subjects and other areas of interest.
- ✓ Pupils of all abilities were able to participate and contribute to the end product.
- ✓ Pupils took responsibility for their own learning, helping their confidence in making choices, using their own learning styles and thinking independently.
- ✓ Pupils were motivated by the element of control in the end design of the project. Evidence suggests that the activity stimulated and enhanced their feeling of achievement.
- ✓ Pupils delivered impressive, confident presentations on their project to other pupils, staff and parents. Pupil’s self-confidence and self-esteem were improved through development of the required presentation skills.

Pupil quote:

*“This did not feel like work because it was so much fun!”*



# St Michael's Primary School

## Reaction Book Chain

### Experiences and outcomes supported by the project

- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a**

### Description of activity

Reaction book groups are reading groups for pupils, usually at a transition (P6-S2) stage, who have the opportunity to meet, read together, and discuss their reading. Usually groups will read the same book, discuss it and participate in relevant activities. Participating pupils are encouraged to take ownership of the group and direct the activities.

P5/6 pupils in the Reaction book group at St Michael's chose to all read *Oranges in No-Man's Land* by Elizabeth Laird. Having discussed this book in the group (and also having persuaded the rest of their class to read it too) the pupils decided to create a book chain from this title. This book was then used as the centre of their book chain and types of links were established and agreed – eg. the same author, a similar subject, the same character names, a linked word in the title etc. Pupils then read a book of their choice that they could link to the original through one of these chains.

They recorded their reading and links on a large poster giving details such as setting, main characters and a plot synopsis. These details allowed the members of the group to create chains from books their peers had been reading. This resulted in a lot of peer recommendations being made of possible books to go and read.

During the summer holidays this book chain poster was displayed in the local public library for pupils to continue to add to. Members of the public were also given the opportunity to add suggestions for the 'book-chainers' to read as a link to something already on the poster.

### Impact on learning

- ✓ Throughout this project pupils demonstrated a high degree of enthusiasm and motivation for learning.
- ✓ Pupils worked co-operatively in the group while also successfully as individuals.
- ✓ After initially selecting a shared text pupils were able to engage with others in their discussions and recommendations to others.
- ✓ Pupils confidently took responsibility for their own learning, developing their own reading and that of their peers through their recommendations and suggestions for the book chain.
- ✓ The pupils collaborative work as demonstrated in the book chain developed confidence both within the group and in being prepared to share their work with members of the community by allowing it to be displayed in the local public library.

# The Book Shadowing and Shared Reading Initiative at Ravenswood Primary School



## Experiences and outcomes supported by the project

- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b**
- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**
- I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. **ENG 2-03a**
- When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points; clarify points by asking questions or by asking others to say more. **LIT 2-09a**

## Description of activity

Pupils in P6 and P7 shared the three shortlisted books, from the Scottish Children's Book Awards shortlist for 2011, with P1 and P2 buddies. The CYPL provided a training session to the senior pupils in which she introduced the scheme, the three shortlisted books and gave the pupils tips for effective shared reading, emphasising how important it was that the infants understand and express their views about the three stories.

The seniors were encouraged to swap ideas with their peers regularly and they were given record cards to monitor how the shared reading was progressing and how it was contributing to the development of their personal targets to develop the four capacities.

The school purchased copies of the titles which were topped up with loans from the ERS to ensure there were enough texts for the initiative to take place within a specific time period.

Teachers created a timetable for the buddy pairs to meet in the seniors' area of the school (in itself very exciting for the infants) to share the stories and infant class teachers worked with the books in class to provide reinforcement of the stories and themes.

Infants were encouraged to join in when reading from the books and to express their likes and dislikes. After sharing all three titles, the infants then voted for their favourite title which counted towards the overall winner for the award.

A group of P1 pupils attended the colourful Scottish Book Trust awards ceremony at the Tramway Theatre in Glasgow to hear the announcement of the winner.

The project was later followed up with a drama workshop in school for the infants based on their favourite book which was also the winning title, "What the Ladybird Heard" by Julia Donaldson led by local arts group, Ultimate Arts.

Such was the success of the book sharing and shadowing that the school have re-registered to take part for a second year.

## Impact on learning

- ✓ Pupils were enthusiastic about being involved in this project and showed a willingness to try out new ideas in new situations.
- ✓ The infants explored the stories by listening to their buddies and reading the stories themselves and expressing their preferences by talking about the stories and voting for their favourite book.
- ✓ Senior pupils showed respect for their buddies by understanding and using the features of spoken language to help their younger buddies comprehend the three stories involved in the project.
- ✓ Senior pupils shared their ideas about shared reading with their peers.
- ✓ Pupils were able to work as a group to share information, experiences and opinions and use their combined knowledge to solve problems and come up with new ideas.
- ✓ Infant pupils displayed growing confidence in their ability to respond to and ask questions to show what they knew and to further their understanding of the stories.
- ✓ Pupils increasingly became aware of when to talk and when to listen during the shared reading sessions.
- ✓ Senior pupils developed their confidence in reading unfamiliar texts with increasing fluency, understanding and expression.



# Scottish Parliament Outreach Sessions at Wishaw Library

## Experiences and outcomes supported by the project

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a**
- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value other's contributions and use these to build on thinking. **LIT 2-02a**
- I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. **SOC 2-18a**

## Description of activity

The Children and Young People's Librarian (CYPL) approached the Scottish Parliament outreach team to explore the possibilities of hosting special Parliamentary sessions, for primary school pupils, in a local community library. Once dates and times were agreed, local primary schools were invited to attend.

The educational sessions aimed at P6/P7, engaged with pupils in innovative ways resulting in a grounded knowledge of how the Scottish Parliament works, what devolution is, what MSPs do and how laws are passed. The sessions also instilled in pupils a sense of duty and place in Scotland today. The sessions were very interactive with pupils having a class election, choosing political parties, writing manifestos, voting and debating on laws.

The first run of Scottish Parliament sessions were extremely well attended by local primary schools and have now run for a second year and may well continue to be an annual event. Similar sessions have subsequently taken place in Motherwell and Cumbernauld Libraries.

## Impact on learning

- ✓ Pupils effectively developed their understanding of how the Scottish Parliament works
- ✓ Pupils developed their collaborative as well as their independent learning skills
- ✓ Pupils led discussions and held informed debates on various topics
- ✓ Pupils continued to develop reasoned and justified points of view during the project
- ✓ Pupils become aware of the importance of participating in decision-making processes
- ✓ Pupils become better able to contribute to discussions on local, national and global issues.
- ✓ Pupils developed their roles as active and informed citizens



# Castlehill Primary (Nursery) and St Thomas' Primary (P1/2) Parent and Child Book Group

## Experiences and outcomes supported by the project

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a**
- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. **LIT 0-01a**
- I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order. **MNU 0-02a**
- I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02**
- I enjoy singing and playing along to music of different styles and cultures. **EXA 0-16a**
- I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a**

## Description of activity

The project – a reading and book group for nursery and Primary1/2 children and their parents and carers, was set up by the Children and Young People's Librarian and the CL&D Worker (Schools). The initial idea for the project was to develop a love of stories by sharing books with the children and their parents and carers. Each project ran over an 8–10 week block, once a week, either at lunchtime or after school for one hour at a time.

The sessions started with a story being read followed by some literacy work on that story; word recognition, synonyms, sayings, songs, rhymes, movement or drama if relevant and arts and crafts activities relating to each specific theme. The overarching theme of the project tied into the nursery's and the school's topic – Seasons and parks and animals. Some of the weekly themes were on park animals, fox, frog, autumn, trees, insects and spiders. The project culminated in an educational visit from Amazonia with a animal handling session for the children and their parents and for them to actually see and touch some of the animals they had learned about. Towards the end of a project, the group would visit the local public library and participate in a storytelling session. In addition, the parents and the children all join the library and got a chance to look at the books.

The project built on current active literacy strands in the schools, by taking a theme, focussing on an actual book on that theme and bringing the book and theme alive in as many ways as possible. This method created interest and engagement on the part of the children, they were supported by the adults during their learning journey and the sessions took place in a caring environment.

Through the CL&D worker, parents and carers learnt of other opportunities open to them and many took up extra classes and courses.

There were many benefits derived from the project. Children and parents become more environmentally aware, built their knowledge of animals and conservation of resources and developed personal responsibility. Some of the parents/children did not have English as their first language and acknowledged that the group was a great way for the children to socialise and learn with others out with the school day.

## Impact on learning

- ✓ Pupils learnt how to work collaboratively and also independently
- ✓ Pupils developed their listening skills
- ✓ Children learnt how to take turns and support each other
- ✓ Pupils learnt a variety of new words through literacy work during and after the stories
- ✓ Parents learnt how to support their child's learning and how to effectively interact with their child during the learning activity

Quote by parents/carers:

*"I found the book group to be very beneficial to my grandchild and I'm sure it will be a help to her when she starts school and reads".*

*"We got lots of fun activities to do at home. We all enjoyed making the masks and had great fun playing with them. I found the stories good and interesting for the children."*

*"Having a story and reflecting on it encouraged reinforcement. I liked the stories and the arts and crafts."*

*"I found the class interesting and can't wait to make the frog at home. The life cycle picture was a fun way for them to learn about the frog".*

*"I think this is good for children, for their language".*

*"He really enjoys coming to the group to read the stories and the interactive activities around the same theme as the stories".*





history geography

biology physics geology

sociology art literature

english psychology economy

mathematics drawing music

philosophy chemistry politics

laws science

