

Stramongate School

Literacy – Intent, Implementation and Impact



Intent

Developing key skills in reading, writing, speaking and listening are absolutely key to children achieving in all areas of the curriculum. At Stramongate Primary School, we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate in their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

In the area of speaking and listening our aims are -

- to enable children to express their ideas logically, coherently and appropriately
- to gain pleasure by talking and listening
- to improve the quality and accuracy of listening
- to encourage the idea that talk is worthwhile, using talk/discussion as a tool for learning
- to help children work with others in a group
- to develop co-operation and self-confidence
- to develop the ability to speak in a variety of situations
- to respond to language diversity in the classroom and to encourage language awareness
- to listen with patience, attention and understanding to other speakers
- to have respect for the languages, accents and dialogues of others and to be able to detect the richness it adds to the language

In the area of reading our aims are to enable pupils-

- to read fluently and with understanding a range of different kinds of material including those which reflect our multi-cultural society
- to have confidence in their capacities as readers
- to understand intonation, expression for the variety of grammar in reading, to make them fluent readers out loud and in their own heads
- to find pleasure in and be voluntary users of reading for a variety of purposes
- to see that reading is necessary for their personal lives, for their learning throughout the curriculum and for the requirements of living and working in society

In the area of writing our aims are-

- to give children opportunities to write coherently in many varied forms for a range of purposes including computing
- to show children that writing is different from speaking and requires different treatment
- to use spelling, punctuation and syntax accurately and with confidence
- to achieve a working knowledge of its structure and of the variety of ways in which meaning is made
- to foster an enjoyment of writing in all its creative forms
- to enable children to have a clear, fluent style of handwriting in which the letters are joined
- to enable children to write legibly and quickly when required

Implementation

Our school aims are embedded across our literacy lessons and the wider curriculum. We have a clear, well-organised English curriculum and framework, which provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross-curricular links with concurrent topic work are woven into the programme of study.

At Stramongate, our curriculum and progression documents are in line with the National Curriculum statements to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Stramongate, we have recently invested in overhauling our stock of children's reading books. Library services have scrutinised class libraries in Key Stage 2 ensuring all books are banded and current, providing our children with a rich, wide, motivating range of high quality texts. We have also invested in sets of class readers, which are engaging and high quality, to be used in the teaching of discrete reading and writing lessons. In lower

Key Stage 1 and EYFS, we have also invested in updating, replacing and supplementing texts from the Oxford Reading Tree Scheme to ensure our children have access to challenging and supportive texts to develop them as emerging readers; whilst, in Key Stage 1 we have invested in Early Reader texts to motivate our children as they become independent readers. We also hold 'Reading Mornings' twice weekly, where our parents and children are encouraged to come into school, before the school day, and share reading time together. This is a quiet, nurturing time promoting the positive relationships between children, their parents and reading.

New initiatives include our Go Read App where children can earn 'gems' the more they read; and a tighter focus on the key skills of the curriculum with discrete reading and writing lessons. Whole class guided reading sessions now focus on the key skills taught in reading and follow the VIPERS structure for daily lessons. These lessons are inclusive and all children, irrespective of reading ability, are kept within the lessons to ensure exposure to quality texts, with rich vocabulary and discussion.

At Stramongate, we identify children who need support and provide intervention in the most effective and efficient way we can. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions on: phonics and reading for Reception/Year 1 parents, SATs for Year 2 parents and SATs for Year 6 parents so that they understand age-related expectations. These sessions are well attended by parents and carers who often comment on how helpful the sessions have been for them.

Marking is reflective and responsive in English, and across the curriculum. The introduction of Learning Evaluation Forms (LEF) allow teachers to focus on key groups of children after each lesson, including children requiring support and extension. These documents are used to inform planning and next steps for both teachers and children.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading and writing is celebrated in classrooms and around school at Stramongate, where our bright and colourful displays celebrate children's successes as well as forming part of our weekly Key Stage Assemblies where successes are shared in our 'Red Book' and 'Good Book' assemblies and through social media sources.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the reading and writing reading journey being well established and taught thoroughly in both key stages, children are becoming more confident readers and writers and by the time they reach the end of Key Stage 2 in 2019, 87% reached the

expected standard (25% Greater depth) in Writing; 83% reached the expected standard (27% greater Depth) in Reading, both of which were above the National average.

Termly assessment at Stramongate is showing that most children are achieving age-related expectations. Each year we have children achieving at greater depth in reading and writing. Key Stage 1 are working hard to emulate Key Stage 2's successes. We hope all the new initiatives outlined above will help to boost children's learning and progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and vocabulary objectives.

We hope that as children move on from Stramongate to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they have done.