Case Study

School Profile

SCHOOL NAME: New Mills Primary School
HEAD TEACHER: Claire Whetstone
TOWN: New Mills
LA: Derbyshire
CATCHMENT: Rural
PUPILS ON ROLL: 188
FREE SCHOOL MEALS: 11%
ENGLISH AS AN ADDITIONAL LANGUAGE: 2%
LATEST OFSTED REPORT: Good

We are following a creative curriculum. The teachers use dance, drama, role play and art as part of their Literacy sessions. Literacy and Language is different from other comprehension and writing programmes we have used in the past as it helps us use our creativity.

We have linked our Literacy and Language lessons to music and dance. We have also extended the raising money and buying a guide dog unit. The children use the same book for cross-curricular topic work and call it a Learning Journey... they can then use what they have learnt in literacy in all their written work.

The training (from Ruth Miskin Training) has hugely supported our teaching.

Our pupils are confident users of exciting vocabulary, they enjoy the pair work and expect to learn from each other. The programme encourages our pupils to question and to think.

Our Value Added RAISE online data is all ‘green’ for the first time! A number of our disadvantaged children made 3 levels progress last year. Progress in reading is more than expected across the school and for all groups.
Case Study

School Profile

**SCHOOL NAME:** King's Sutton Primary Academy

**HEAD TEACHER:** Nick Peters

**TOWN:** King's Sutton

**LA:** Northamptonshire

**CATCHMENT:** Rural

**PUPILS ON ROLL:** 160+

**FREE SCHOOL MEALS:** 20%

**ENGLISH AS AN ADDITIONAL LANGUAGE:** 0%

**LATEST OFSTED REPORT:** Good

‘We are following a **creative curriculum**, but Literacy, as well as maths is taught discretely. **Literacy and Language** has a broad approach to literacy and gives all children the opportunity to contribute. Its rich diversity of texts and genres allows **deep thinking** and understanding and allows the reading and writing process, including grammar skills, to develop.’

‘**Partner work** features strongly in the programme so children support each other not only with ideas, but reading and writing, editing and assessing, too. The ‘Big Question’ is very useful and allows the children to **voice their opinions** without there being a ‘right’ answer. This has proved very effective.’

‘The teacher’s book is very **comprehensive** but it also **allows for further development** and explanation depending on the varying abilities of the class. I feel that this programme supports all areas of literacy and **ensures a wide variety of teaching styles**, especially **talk for writing** which I am a great fan of. The use of drama helps the lower ability pupils to achieve and understand.’

‘The **writing in KS2 has improved**. The daily log books are essential for children to build on ready for their final piece of writing. It enables them to edit their work, jot down ideas, and improve. I like this book, and so do the children!’

Thank you to Pamela Thom, Literacy Co-ordinator at King’s Sutton Primary Academy for providing these comments.
Case Study

School Profile

SCHOOL NAME: Vicarage Primary School
HEAD TEACHER: Yvonne Ward
TOWN: London
LA: Newham
CATCHMENT: Inner City
PUPILS ON ROLL: 850
FREE SCHOOL MEALS: 40%
ENGLISH AS AN ADDITIONAL LANGUAGE: 95%
LATEST OFSTED REPORT: Good

‘Literacy and Language is different to other literacy programmes we have used before because there is a huge variety of resources with opportunity for use of ICT. It is interactive so pupils are engaged. The plans reflect the new national curriculum and has emphasis on partner talk and opportunity to discuss ideas through the big questions.’

‘There is a clear balance of teacher input and children’s work. Each class teacher can take the Literacy and Language planning and personalise it to ensure it meets the needs of their pupils. All our teachers went to the Literacy and Language training (from Ruth Miskin Training) and came back feeling confident and empowered. They were shown practical ways to deliver a unit.’

‘The range of texts and linked texts (which support the scheme), speaking and listening activities, and sharing ideas across the classroom help our pupils to be more imaginative and creative.’

‘The Big Questions help the children work together as there are no right or wrong answers. We listen to everyone’s opinions and show respect, regardless if we agree or disagree. Philosophy lessons can also be taught through these big questions. The ‘What if not?’ questions really challenge the pupils to think outside the box.’

‘Children are more enthusiastic about literacy and writing standards have risen.’
Case Study

School Profile

SCHOOL NAME: Woodlands Primary School
HEAD TEACHER: Yvonne Crilly
TOWN: Madeley
LA: Telford and Wrekin
CATCHMENT: Suburbs
PUPILS ON ROLL: 438
FREE SCHOOL MEALS: 46%
ENGLISH AS AN ADDITIONAL LANGUAGE: 0.9%
LATEST OFSTED REPORT: Good

‘As a school we have been working tirelessly to not only raise attainment in reading for our children during the last few years, but to also foster a love of reading for pleasure and generate a true sense of enjoyment from appreciating a good book. Since the introduction of Literacy and Language here at Woodlands, the staff have noticed a marked improvement to children’s attitudes to reading, to their use of more complex and sophisticated vocabulary, in addition to the quality of written outcomes within a unit and to reading attainment.’

YVONNE CRILLY, DEPUTY HEAD TEACHER

‘The programme leads on well from Read Write Inc. Phonics. The resources are really good and are supporting lots of writing opportunities and stimulating points for discussion. The children just love the Anthology books!’

AMY EVANS, YEAR 2 TEACHER

‘For our children it has enabled us to teach key objectives through a meaningful context with high quality texts. The children can really engage with the text, inclusive of ability, which enables them to take part in in-depth conversations about texts, grammar and word choice; this then transfers to their written work. Over the three weeks of each unit it covers reading and writing objectives which allow for teacher assessment. Overall our children have benefited from Literacy and Language as they have engaged in high level texts whilst having fun learning.’

DI WHITELEY, YEAR 3 TEACHER

‘The children are really enjoying Literacy and Language. Their use of ambitious vocabulary has improved dramatically, and children can bring this to high quality discussions, as well as using it effectively to improve their written work. This has had a direct impact on the quality of the children’s writing. The quality of writing within the texts (the resources) is excellent and has really hooked my whole class into reading for pleasure and enjoyment. I have never enjoyed teaching poetry so much!’

ROSEMARIE NICHOLAS, YEAR 4 TEACHER
Case Study

School Profile

SCHOOL NAME: Penygroes Primary School
HEAD TEACHER: Janet Harris
TOWN: Llanelli
LA: Carmarthenshire
CATCHMENT: Rural
PUPILS ON ROLL: 189
FREE SCHOOL MEALS: 9.9%
ENGLISH AS AN ADDITIONAL LANGUAGE: 0%
LATEST OFSTED REPORT: Good

“We teach language skills every morning. Compared to schemes we have used in the past, Literacy and Language is well structured and far more pupil friendly. It can be incorporated into planning without too much difficulty, and we are able to use cross-curricular links.”

“The training (from Ruth Miskin Training) has enabled the teachers in our school to deliver the programme more effectively.”

“Literacy and Language acts as a stimulus and gives our pupils the basic language skills they need to become more imaginative and creative. It allows children to discuss their work and topics to stimulate and encourage communication. The programme helps the pupils in their language development.”
Case Study

School Profile

SCHOOL NAME: Stillington Primary School
HEAD TEACHER: Sarah Atkinson
TOWN: Stillington
LA: North Yorkshire
CATCHMENT: Rural
PUPILS ON ROLL: 39
FREE SCHOOL MEALS: 3%
ENGLISH AS AN ADDITIONAL LANGUAGE: 0%
LATEST OFSTED REPORT: Good

‘We are following a creative curriculum, but Literacy and Language runs as a discrete session. However the richness of the language used filters into all other curriculum areas. We had 100% level 4+ writers last year.’

‘The language and text features cover links to other areas so can be built upon easily. The training (from Ruth Miskin Training) has reinforced positive practice.’

‘Literacy and Language scaffolds our pupils thinking without stemming their enthusiasm and creativity. The Pupils’ Books help our pupils ask and answer more analytical questions. Listening and talk partners helps the class work together and learn from each other.’
Case Study

School Profile

SCHOOL NAME: Hollymount School
HEAD TEACHER: Vivienne Cranton
TOWN: Worcester
LA: Worcestershire
CATCHMENT: Inner city
PUPILS ON ROLL: 320
FREE SCHOOL MEALS: 53%
ENGLISH AS AN ADDITIONAL LANGUAGE: 50%
LATEST OFSTED REPORT: Good

‘We are following a creative curriculum. Literacy and Language is used to underpin this. It is taught within the theme if it fits, or discreetly if more appropriate. The structure of the programme provides a good model for teachers to use and expand to the needs of the children. It also provides the opportunity to integrate other texts into the children’s learning.’

‘We have linked the Literacy and Language resources to the other topics and subjects we teach. This includes using what we learnt about journalism to compare the war in Afghanistan to World War 1, using what we learnt about argument texts to explore crime and punishment in Tudor times, as well as using the Victorian theme in year 3.’

‘Literacy and Language is different to other programmes we have used in the past because of the breadth of coverage. The resources are gathered together in one place which makes it easier to focus on language as a communication tool, and for teachers to think about teaching and learning rather than finding relevant resources.’

‘The quality of the texts is very good. It feeds the children’s imagination and provides them with good models of language. The Pupils’ Books have good questions for discussion, and the peer marking and group discussion activities provide a supportive framework. Pupils like the ‘Big Question’ (a philosophical question used in each lesson) which we have used as an opener and a plenary to the lessons.’

‘Training (from Ruth Miskin Training) has provided a consistent approach across the school and has set high expectations. The number of children achieving over an equivalent National Curriculum Level 4B in reading has increased. Achievement in writing has increased. The class working wall, and planning and preparation tasks have had a positive impact on this.’