

Ormiston Herman Academy

Literacy Statement of Intent

Intent

‘Our Vision is for all children to acquire knowledge, skills and understanding that will contribute to them becoming aspirational, motivated young people. ‘

The teaching of Literacy at Ormiston Herman Academy is designed to instil in children a love of speaking and listening, reading and writing, that will last them a lifetime.

The ability to communicate is one of the most fundamental skills that a child can learn.

Although communication may appear to be a natural development, if a child is to be able to engage fully with the curriculum, and to achieve the higher levels of written and spoken communication expected in the world today, they have to have these skills carefully nurtured. By exposing children to a rich bank of vocabulary, we are helping them become effective and articulate communicators.

Ormiston Herman Academy aims to ensure that all of our children are given the learning opportunities to achieve their full potential in all areas of English.

We believe that the development of language skills in our pupils is critical to their future and to their ability to be happy and successful.

We are committed to ensuring that pupils learn to enjoy reading, writing and speaking, to appreciate the world of books, and to feel pleasure in writing creatively.

Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career.

Implementation:

At Ormiston Herman Academy, we are focussed on making Literacy interesting and exciting, engaging the pupils with the joy and wonder of books and piquing their imagination and creativity.

At OHA we view the teaching of Literacy as a fundamental part of the holistic development of the pupil, fostering positive behaviours and attitudes toward learning, and providing key knowledge and skills, to benefit pupils throughout their education and beyond.

The development of reading in pupils is carefully planned through the teaching of phonics, details of which are provided below. This programme is structured in line with the latest research to ensure that each pupil is guided through the process to maximise their progress.

The curriculum has been designed to provide pupils with opportunities to write in a wide variety of contexts and with a range of outcomes.

Central to all of our work with English is the belief the pupils should enjoy the experience - not only does this maximise the engagement of pupils, but also underlines the fact that reading, writing, speaking and listening should be pleasurable activities, matching our intention that our school should foster a love for English

The teaching of reading and writing is cyclical and progressive, with children using the skills and knowledge that they have learned through the reading of high quality texts to create written versions of their own.

Wherever possible, regardless of the lesson, children are given the opportunity to read and write.

Impact

At Ormiston Herman Academy, we develop children's abilities to listen, speak, read and write for a wide range of purposes.

Children learn to use language to communicate ideas, views and feelings. This enables children to express themselves creatively and imaginatively both verbally and through the written word.

We aim to share with children the joy of reading and to help them to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

The revised English National Curriculum is followed.

Our pupils leave with highly developed communication skills, skills which they take with them into secondary education and beyond.

We measure our success not only through pupils' attainment, but also through their engagement with, and enthusiasm for, the many Literacy opportunities we provide them with. Our outcomes at the end of Key Stage 1 and 2 are consistently above National, despite lower-than-average starting points.

Reading and Phonics

Intent

At Ormiston Herman Academy, it is our aim to provide children with the skills necessary to be able to read confidently, able to access information throughout the curriculum and above all, to get pleasure from reading.

We believe that children should be able to read a wide variety of texts and enjoy doing so.

We intend all our children to have the skills to access challenging texts that will further develop their knowledge in all areas of learning and support their progress towards becoming thoughtful, intelligent, and aspirational young people.

Implementation

Children are given daily opportunities to develop their reading skills.

Children learn to read using the Letters and Sounds synthetic phonics program. This consists of six phases. This is carried out daily in EYFS and KS1.

Where necessary phonics will continue into KS2.

Whilst children are mastering decoding there is also an emphasis on comprehension. Through reading as a whole class, independently, guided (KS1) shared and paired reading children, learn to read with confidence, fluency and understanding.

Reading takes place with a variety of adults, peers and sometimes mixed age groups.

Home/school reading partnerships support every child to become an independent reader. Early reading books are phonetically matched to the phases to allow children to apply their recently acquired skills. Younger children are encouraged to take home library books to share with an adult, in order to promote the love of reading.

We further develop this love of reading through a well resourced library, special events, themed days, author and theatre group visits, and book fairs,

Impact

At Ormiston Herman Academy, children learn to read fluently and effectively.

They learn to appreciate the joy and wonder of reading, fiction and nonfiction. This is a lifelong skill which will make them secondary ready, and which they will take further into their adult lives.

Writing

Intent

The ability to communicate effectively through writing is a skill that is critical to children's futures. We aim to ensure that the children learn to write clearly, with neat and legible handwriting, to spell and punctuate accurately and to write in grammatically correct sentences.

We focus on the need to be able to use appropriate writing styles in context, and to structure extended pieces of writing to achieve maximum impact. We use high quality texts as models for children's own writing. This happens across all year groups.

Implementation

In EYFS there are writing opportunities in all areas of learning. Children are encouraged to develop early writing skills at every opportunity.

In KS1 and 2 transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) form the basis for what is taught.

Children apply the skills they have been taught in all areas of the curriculum.

Children are taught how to plan, revise and evaluate their writing.

Writing takes place in many forms - word and sentence level activities, independent, modelled, shared and paired - and requires an awareness of audience, purpose and context.

Technology is sometimes used to engage pupils and give a purpose to their writing. Song lyrics and film clips may also be used as a stimulus for pupils' writing.

Impact

Through the teaching of writing, our pupils develop the skills to effectively communicate and express themselves with the written word.

They are well-prepared to move into secondary school and to further develop their skills to tackle more challenging tasks.

They have a well-developed attention to detail for handwriting, spelling and grammar, and are confident writers.

Children leave our Academy with higher than National reading outcomes, despite low entry levels.

Spelling

Through synthetic phonics children are taught the different ways of spelling sounds and then apply their growing knowledge to write words, captions and sentences.

Alongside decodable words, the reading and spelling of common exception/tricky words (those which can't be sounded out) are taught.

Phase 6 of the Letters and Sounds program focuses on spelling strategies.

Children are encouraged to explore words and think about the origins and connections between words. Common spelling patterns, prefixes and suffixes, root words, letter strings, morphology and etymology are taught across each year group.

Wordlists for Years 1&2, Years 3&4 and Years 5&6 are taught and contain a mixture of frequently used words as well as those that children often misspell.

Handwriting

In EYFS, children develop many pre-writing skills. They are then taught correct letter formation in a variety of enjoyable ways.

Children in EYFS are taught a cursive handwriting style, in order to support the progression towards joined handwriting.

Children are taught how to hold their pencil correctly, whilst sitting at a table in the correct position.

Children learn to regulate the size of letters which leads to neatly presented work.

When children are ready they are taught to join letters which leads to fluent, legible and speedy writing.

Children in all Key Stages use pencil to write, which allows them to make amendments to their work, whilst maintaining high levels of presentation.

Vocabulary, Grammar and Punctuation

Vocabulary is a high priority at Ormiston Herman Academy. We work hard to close the Speech and Language gap that many of our children start school with.

Environments display key words, relating to current topics or themes.

In EYFS and KS1 settings, everyday objects and language (days of the week, colours, etc) are labelled and displayed.

Knowledge Organisers give children the vocabulary that they will need to know and apply in their learning. Teachers refer to this vocabulary constantly and children are quizzed regularly to check their understanding.

Through talk, reading and topic work, children's vocabulary is developed. Children are taught grammatical concepts and then encouraged to apply and identify these in the written and spoken word. Specific punctuation and grammatical terminology is taught in each year group.

Speaking and Listening

Intent

The ability to clearly express oneself through the spoken word with clarity, and to listen carefully to others, is an essential skill throughout a child's education and beyond in the wider world.

Implementation

Speaking and listening are not taught as discrete subjects, but are embedded in all aspects of school life, across all areas of the curriculum and are part of everything we do.

Pupils are provided with many and varied contexts for talk enabling them to communicate confidently and effectively.

The Academy's Christmas productions in all Key Stages and the KS2 Summer production helps children to develop language, speaking and listening and drama skills and gives them the opportunity to perform to an audience.

Impact

The pupils at OHA are confident in speaking and listening which allows them to communicate with others effectively.

They learn to express their ideas verbally, to discuss and debate issues with others, listening and responding to alternative views.

They learn that their choice of language and sentence structure must be varied to reflect the purpose and audience of their conversation.

These skills are invaluable to the children in the modern world.