

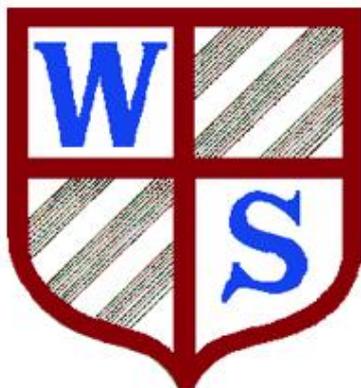
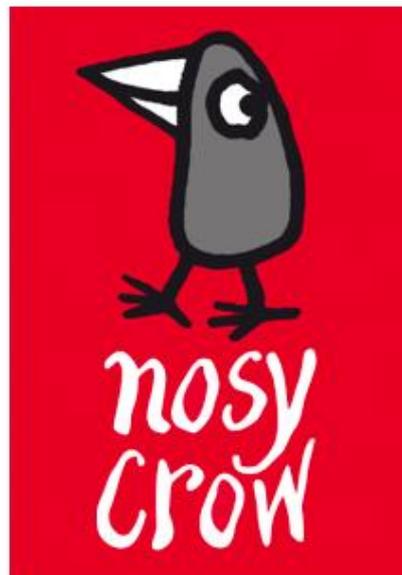
UKLA

UK LITERACY ASSOCIATION

UKLA Literacy School of the Year Roll of Honour 2017

Sponsored by Nosy Crow

- Altmore Infant School and Children's Centre, London
- Hill Mead Primary, Brixton, London
- Horfield Church of England Primary School, Bristol
- Woodside Primary School, Aberdeen



Altmore Infant School and Children's Centre, London

<http://www.altmore.newham.sch.uk/>

Becoming a member of Altmore School community enables all children and their families to understand the importance of being able to communicate with each other – we do this VERY well. The absolute focus on children developing the linguistic skills that enable them to express their ideas and opinions, to investigate and learn more about topics/themes that interest them, to confidently record and share their thoughts and to select and use technology appropriately, is an intrinsic part of everyone's learning day.



Staff's focused and thoughtful planning gives children access to a rich and broad curriculum, which enables them to make connections in their learning, they confidently apply learned skills in a range of cross-curricular contexts.

Year Group Leaders are part of an annual and on-going conversation about our selection of core books for termly focus texts; they routinely share information and rationale for these chosen texts from the CLPE core book lists and pride themselves on their collegiate approach to this process. We also make full use of the range of local, national and international venues that are on our doorstep, giving children *real* experiences and opportunities to engage with artefacts and professionals, thereby enriching and embedding our curriculum offer.

Partnership playing, learning and working with our families, through our holistic child-centred approach starts in our Children's Centre and continues with our Family Learning programme when children start school. Parents/Carers enthusiastically sign-up to learn how they can support their children's learning at home (often developing their own understanding and confidence too).

Children and their families develop a lifelong commitment to, interest in and excitement about learning and this can be seen in our excellent outcomes at all phases across our School and Federation.



Hill Mead Primary School, Brixton, London

<http://hillmead.org>

Children's literature is at the heart of Hill Mead's English Curriculum, where there are no reading schemes, phonically decodable texts or commercial lesson plans. These powerful texts engage the teachers and children alike, and create contexts for meaningful learning experiences. We want the children to step inside a text, empathise with the characters, explore different scenarios and form their own opinions. Learning through theatre complements and enriches this approach.



So, every year, every year group from Nursery to Year 6 participates in at least one project with the Unicorn Theatre and the National Theatre, inspiring learning in all areas of the curriculum and opportunities for the children to share their ideas through performance and writing.

Rich experiences of literature and theatre is intuitively a good thing, however, we recognise that deeper literacy learning is made possible when connections are made with real-life experiences. Hence our many planned opportunities for learning outside the classroom, on trips, projects with visiting artists, poets, musicians and others – the children's own experience can begin to inspire their literacy learning.

And finally, we recognise the importance of audience. The Hill Mead Herald is a regular feature in the local community paper 'The Brixton Bugle', with articles written by the children about their learning, experience and its inspiration.



Horfield Church of England Primary School, Bristol

<http://www.horfieldceprimaryschool.org>

Year Three pupils discovering 'baby sentences' hidden inside dinosaur eggs inspired by Laurence Anholt's text 'Stone Girl, Bone Girl'.

At the heart of the way in which we teach Literacy at our school is a fundamental commitment to unlocking the creative potential of all children through immersive learning.

Working in this way, powerful and engaging texts ignite children's imaginations, promote a love of books and promote deep oral and written responses. Meaningful, memorable learning opportunities in Literacy inspire children across the curriculum. Experiences in Choral Speaking, Art, Dance and Drama enable children to explore texts through creative immersion.

The whole staff team is committed to inspiring one another by sharing innovative practice. This enables a thriving, embedded approach across the school which includes extensive use of all that we have available to us, such as our school grounds; these are used by staff to provide stimulating, inspirational language experiences. For example Year Five 'Wolf Brother' forest setting descriptions were brought to life through an exploration of the 'Wild Area' of our school grounds.

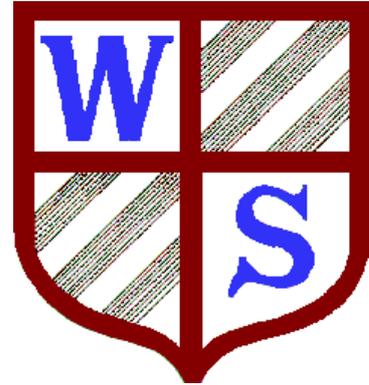
An example of memorable, immersive learning is the way in which 'Stone Girl, Bone Girl' by Laurence Anholt is used in Year Three to extend and develop children's adventurous vocabulary. Children discover 'home-made' fossilised dinosaur eggs in which are hidden simple sentences. Their own sophisticated word choices and embedded clauses are then added to really engage the interest of their readers. As one of our Year Three pupils stated, 'Literacy opens your mind to creative challenges and wonderful opportunities.'



Woodside Primary School, Aberdeen

<http://woodside.aberdeen.sch.uk/>

Woodside is a school with literacy at the heart of everything that we do. We use literacy as a tool to engage with families and communities, meet learner's individual needs and ultimately to close the attainment gap. At Woodside we pride ourselves in providing a range of high quality and meaningful learning experiences, giving **all** children transferable skills they can take forward into further education and the workplace.



Our school has embedded cross-curricular learning from Nursery through to P7 with literacy at the forefront. Over the past year, we have held a wide range of events enabling families and carers to be involved in their children's learning. Book swaps and fairs help children to access a range of texts to share at home and help parents understand the importance of reading.

A recent whole school involvement in National Rhyme day reignited love for more traditional tales and giving pupils the opportunity to create their own poems, stories and costumes. Scots is a huge part of our literacy across all stages. We include Scots literature throughout the year and hold an annual poetry recital competition for which the children work very hard.

The pupils at Woodside enjoy a range of teaching styles while maintaining consistency as they move up the school. Flexible yet well-structured programmes allow children to succeed in Reflective Reading using music, novels, news articles, poetry and much more to increase their understanding of the wider world. The children 'think outside the box' and know that their imagination will never allow them to be wrong, increasing their confidence and ambition to challenge and question others, whilst being respectful and justifying their opinions and ideas.

As a staff, there are a huge range of experiences throughout the school, each member bringing something innovative to share. These ideas are promoted through peer observations, visits to and from other schools, in house CPD and a lot of hard work and dedication. The enthusiasm of the staff inspires the children's own love of literacy and the feedback from the children is the most honest measure of everything we have achieved.

