

## Rosedale CE Infant School

### Ruth Miskin Literacy - One Year On.

#### Head Teacher's View

I heard Ruth talk at a head teachers briefing in Walsall a year ago and felt enthusiastic and excited by her literacy programme. (a rare feeling in this time of initiative overload - literacy hour; ELS; ALS; FLS; PIPS etc.) I was convinced that this was the way forward and in September we replaced the Literacy hour with Ruth's programme across the whole school. Now, nine months after starting I am more convinced than ever. We have highly motivated children who love literacy lessons, believe in themselves as readers and writers and use their 'Fred talk' confidently. Our SATs results in reading and writing have risen by 20% at level 2B and 20% at level 3, with 100% children achieving level 2+ in reading and 98% in writing.

Staff are enthusiastic and confident that they are meeting the needs of all the children. The children are reading, writing and spelling to a much higher level and using these skills across the curriculum. This means that next year we can really have an enriched and creative curriculum because we won't be spending time outside the literacy lesson delivering and developing basic reading and writing skills.

We are particularly impressed with the positive effect of the 'stop' signal, the no hands up and the partner work!

Next year we will have most of our year two children completing the programme by the end of the Christmas term. Our plea to

Ruth is - please hurry with the next programme, staff and children want to carry on the Ruth Miskin way!

### A Teacher's View

We have been doing rml since September 2003 and at first I thought 'Oh no, something else new! - nine months on I am a huge fan. After twelve years of teaching I was disillusioned and frustrated, particularly by the literacy hour. Ruth Miskin literacy not only empowers the children to read and write, it empowers the teachers to teach.

The children are active in their learning, they read and write everyday and everyone achieves because it is at their level.

Our children are making huge progress and I am really enjoying watching them switch on to reading and writing, to see them revelling in their achievements and being positive about themselves.

The children's speaking and listening is improving because of the partner work - I am so impressed by this that I use it in all areas of my teaching. Partner work enables every child to be an active learner (no nodding off on the carpet!)

The programme is very structured, the children (and the staff) know exactly what they are doing.

I love teaching this programme and the children love it too. Most of all I love seeing the progress the children have made in such a short time.

Thanks Ruth!

### **A Parent's View (Reception)**

I am both amazed and proud of how well my child has learned reading and writing skills in such a short space of time. I wasn't prepared for it to happen so quickly! She is now attempting to read everything (using Fast Fred) and isn't put off by 'big words' – she will have a go at anything. We are looking forward to lots more reading together.

### **A Parents View (Year One)**

My child is a very confident reader. She was always enthusiastic but in the last few months she has found the ability to pick up anything and tackle reading it – this has also been commented on at the 'book club' she attends. It is lovely to see the confidence, seeing her think "Oh I can read that" and not "Oh will that be too difficult for me" GREAT!

### **A Parents View (Year Two)**

I believe the Ruth Miskin Literacy Books are really beneficial to my son's development. I think that the questions at the back of the book are a very good idea, encouraging the children to discuss the stories and write about them. My son likes the speed reading and he enjoys trying to read very fast. He loves the spellings too.

### **A Child's View**

I love the books because of the stories and I love the spelling game. I like having a partner to help and I like speed reading. I can read and write better now.