

Literacy

Intent

At Saltersgate Infant School we are committed to developing literacy through the important skills of reading and writing. We believe that children need to develop their disciplinary knowledge in Literacy via the acquisition of deep and secure substantive components and knowledge, which follows a clear pathway of progression as they advance through the EYFS and National curriculum. Learning environments are rich and our text based curriculum enables staff to plan opportunities to teach disciplinary knowledge across the curriculum around a class text, identified in our year group reading lists. Children are able to apply their skills in a range of contexts through the use of these specifically chosen texts and ensures that the year group objectives are broadened and deepened.

We believe all children need to leave Saltersgate Infant School as confident and secure readers and we strive to ensure all children reach their reading potential.

Implementation

In order for children to know more and remember more in each area of Literacy, our pupils revisit important concepts to further develop their understanding. There is a structure to each lesson sequence whereby prior learning is always considered and opportunities for the revision of core knowledge and understanding are built into lessons and classroom provision. All staff understand that this revision is part of good practice and ultimately helps build a depth to children's understanding and future learning. Through revisiting and consolidating component skills and knowledge, our lessons and resources provide our children with opportunities to build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson and is then reinforced in display materials and additional resources to ensure that children are provided with opportunities to repeat and revise this knowledge through meaningful examples. Using research from Rosenshine's Principles of Instruction, we understand cognitive development, and use the structure of reviewing prior learning in readiness to build upon it during subsequent lessons. Provision both inside and outside each classroom helps our children review, retrieve and consolidate their learning through revisiting topics in their independent activities and play; all contributing to the composite knowledge of literacy.

<p>The writing cycle: Writing is taught through a phased approach (Phillip Webb approach). We look at developing an understanding of a text, the text style, grammar, structure and vocabulary then use this to write our own texts.</p>	<p>Reading Comprehension: VIPERS Teachers model reading skills at all levels which are then practised and applied independently.</p>	<p>Class Texts: Every class has quality texts that are selected carefully. All of the English work is then planned and delivered through the context of these texts.</p>
<p>Phonics: We teach phonics using Little Wandle – Letters and Sounds programme. This scheme begins in Reception and is followed all the way to the end of Year 2.</p>	<p>Spelling: Spelling rules as set out in the national curriculum are taught weekly in class. We also these to write dictated sentences enabling the children to apply their spelling.</p>	<p>Reading books: Children from Reception to Year 2 have a decodable reading book which is at their reading level.</p>
<p>Cross-Curricular: Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied across the curriculum.</p>	<p>Whole school events: We celebrate numerous events across the academic year including World Book Day, Roald Dahl Day, National Story Telling Week and Poetry Day.</p>	<p>Reading for pleasure: We offer pupils opportunities to read for pleasure throughout the day. Children have access to reading areas both inside and out. We offer opportunities for everyone to access books through the use of QR codes and e-books. We have a school library that children can access and borrow books from. Story time is a favourite part of everyone's day.</p>

Impact
<p>The impact and measure of our literacy curriculum is that our pupils develop both substantive and disciplinary knowledge as they progress through our curriculum. In doing so, pupils' literacy knowledge continually develops.</p> <p>Assessment research from Dylan Wiliam, demonstrates that short cycles of formative assessment have the biggest impact on student learning, encouraging retrieval and retention of knowledge (including generative and substantive knowledge), disciplinary skills and composite understanding. Key questioning skills are built into lessons to assess attainment and identify any gaps in learning. Impact is also measured through our learning environments, encouraging promotion of new vocabulary.</p> <p>Termly assessment is showing that most children at Saltersgate Infant School are achieving in Literacy at age-related expectations. Each year we have children achieving at a greater depth in reading and writing at the end of KS1. We hope that all the new literacy initiatives outlined above will help to boost children's learning and progress.</p> <p>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</p>

shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from Saltersgate Infant School 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 do.