



## Rationale

At Summerhill Infant School the curriculum is designed around our belief that each child is unique and should be empowered to be a confident, resilient, self-motivated, life-long learner. This is encapsulated in our vision statement:

***'Inspiring, nurturing and supporting each child, every day to develop citizens for the future.  
Our school lays the foundations for a lifetime love of learning.'***

## Intent

- For every child to be literate and progress in the areas of oracy, reading and writing.
- To plan and teach personalised Literacy lessons which focus on the particular needs of each child, both as daily discrete lessons and via cross-curricular learning.
- To use, high-quality texts and vocabulary rich learning environments to inspire a love of learning.
- To have high expectations for all pupils.
- To nurture a love of reading, creative writing and strong language skills.
- To develop the whole child - academically, personally, socially, emotionally and culturally. Our aim is to develop a responsible child with a positive self – image who takes pleasure in learning. We want every member of the school community to feel valued and respected.
- To prepare our children with the essential key skills that will enable them to fulfil their personal potential in a modern Britain as part of a global community. For example, debating, writing persuasively and using reading skills to conduct research.
- To teach a broad curriculum and ensure progression for all children. Our aim is to allow children to explore subject matter at greater depth, make connections between different areas of learning and build on their prior knowledge.



### Implementation

Our Literacy curriculum and the way in which we deliver it develops and adapts as children move through our school. There is a strong 'golden thread' of valuing oracy. We use a progressive scheme of work for Literacy ensuring that knowledge and skills are taught with opportunities to revisit, reflect upon and master content.

- EYFS (Reception) follows Read, Write Inc. daily and has a weekly writing morning. There are many reading and writing opportunities through play. We endeavor to give children enjoyable and interesting activities to consolidate learning.
- Read, Write Inc. is taught across Key stage 1 classes daily. Additionally, reading is taught through guided reading sessions, mixed ability reading activities and individual reading with an adult.
- Children access our school library weekly and are able to borrow books to read at home. In addition, throughout the school year the importance of reading is enriched through World Book Day, author and poet visits, a Poetry Slam, local library reading challenges and open mornings for parents and carers to come in and share books with their child.
- In Key stage 1 (Year 1 & 2) classes, there is a discrete Literacy lesson daily and also cross-curricular writing opportunities.
- New vocabulary is taught via Word Aware. Spellings are learnt in school and at home weekly in line with the National Curriculum. Grammar and punctuation lessons are part of our Literacy lessons in line with our progressive learning.
- At Summerhill Infants we ensure that the teaching of writing is purposeful, engaging and shows clear progression for all children. Our Literacy lessons and cross-curricular writing opportunities cover a broad range of experiences e.g. visitors to school, trips, cooking activities, engineering challenges and culturally relevant celebration days.
- We have termly Take a Tale weeks, when every year group look at the same book and use it for cross curricular activities during the week resulting in memorable and exciting learning.
- (EYFS) Reception, (Key Stage 1) Year 1 and Year 2 use Target Tracker statements to assess reading and writing. Year 2 also use the Interim Framework Assessment for accurate Teacher assessment that accompany our SATs results.

## Impact

From their different starting points, pupils will demonstrate **good or better progress**, sustained learning and transferable skills. This is shown by:

- EYFS (Reception) providing high quality teaching of early reading and writing skills, tailored to pupils' needs. As this continues through our school we ensure that all children are enabled to be successful and make the best possible personal academic progress.
- All pupil groups, including disadvantaged pupils, achieving well so that the difference between groups is diminished. Some vulnerable pupils have individualised targets which they are able to achieve with support.
- Pupil voice and verbal feedback regarding what they enjoy reading and writing steers some of our planning, giving pupils the opportunity to feel valued and co-producers in their learning.
- Pupils enjoy the range of experiences they encounter in school. They are able to reflect upon their learning and talk about the impact of our 6 learning behaviours.
- Consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.
- Pupils taking pride in their presentation of their written work in all subjects.
- Pupils want to come to school and experience many learning opportunities which they are able to draw on throughout their social and educational journey. These experiences also develop pupils' cultural capital.
- The acquisition of reading and writing skills across the curriculum also helping to create well-rounded individuals with a strong sense of justice, self and equality together with an acceptance for others and respect for all. Pupils leave our school having developed a strong sense what makes a good citizen.