



Vision

We will all achieve our very best by loving learning, remaining inquisitive, showing resilience and by developing Christian values within our community

Curriculum Intent

The school's vision is central to the curriculum. Sale and Davys curriculum addresses the requirements of the National Curriculum and is extended through an enriched curriculum which promotes the school's vision of loving learning, remaining inquisitive, showing resilience and developing Christian values. Collective Worship and the schools house system are strongly interwoven into all aspects of the curriculum, giving children opportunities, responsibilities and experiences that will help them in later life. School leaders have ensured that the curriculum is broad and incorporates themed weeks such as 'Arts Week', 'Science Week', 'Sports Week', 'Fair Trade' Week and 'Global learning days.' These all help to address gaps in pupils' knowledge and skills and equip pupils with the education they need, within the context of their local area ie water safety, bikeability, global learning and mental health awareness to enable pupils to succeed in life. The curriculum is fully inclusive for all children and provides challenge for the more able.

Progression grids are in place for all subjects and these clearly state what children need to know by the end of the year and key stage. Medium term plans consist of a sequence of lessons that build on what has been taught before and have clear learning outcomes which will be built upon in future learning experiences.

Early Reading and Phonics Intent

Sale and Davys School community work together to enable all children to become confident, fluent readers and writers. These skills unlock the world of the written word and promote a love of reading. Positive early reading opportunities are vital building blocks to enable this to happen. The use of a consistent, cohesive approach through a single, systematic and synthetic phonics programme is essential for this. Positive reading experiences such as hearing stories read, reading books for pleasure and accessing fully decodable texts contributes to this and further promotes a love of reading. We believe teaching phonics from the earliest time in Reception gives children the best opportunity to master reading and spelling from an early age. Enabling them to become confident readers for both pleasure and purpose as they move through school.

Implementation

- Phonics is taught everyday following Little Wandle letters and sounds revised validated scheme.
- We maintain a consistent cohesive approach by maintaining fidelity to the Little Wandle scheme in all phonics teaching.



- All staff including support staff and Key Stage 2 staff have completed all the Little Wandle training modules and continue to attend the regular Phonics training meetings.
- We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson.
- Children's progress in phonics is carefully monitored and intervention is put in place to address children who are falling behind.
- We ensure books available for individual reading are decodable and are carefully matched to the each child's ability.
- Group reading focused on decoding, prosody and comprehension takes place in EYFS and will soon be introduced in Year 1.
- A love of reading is promoted through carefully selected texts that are read during story times, available for independent reading and used as focus texts to inspire and enthuse children during their topic learning experiences.