INL - Junior & Senior Infants Literacy

Actions & activities so support effective practice.

Format: Online

Course duration: 20 hours

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About the Course

Is there a more important task for a teacher, than to teach literacy well?

A teacher of literacy has to:

- Foster oral language, as the foundation and wellspring for reading and writing skills
- Teach children to read fluently and well, off which they will take flight into whole new worlds as effortlessly as young birds take to the sky
- Let them start writing, no matter what, as the water does not flow until the faucet is turned on

These are the three pillars of literacy, the focus for every teacher of literacy, and the means through which every child can realise his or her full potential.

This course will inspire, assist and support you to:

- Conceive and compile an effective oral language programme for your class
- Devise and arrange the elements of a comprehensive reading skills programme
- Create and assemble an effective and comprehensive writing skills programme

Across the course, we present the pedagogy, principles and practices that drive effective literacy teaching; the actions and activities that make it interesting; and the assessments that help you decide how well they are doing, and how well you are doing.

If you are looking to lift your literacy practice, then this course is for you.

If you are looking for fresh new ideas, or even some twists on old ones, then this course is for you.

If you are looking to realise a promise to yourself to simply do a little better, then this course is for you.

Enrol today, and action all those aspirations!

NOTE:

The online format of this course enables you to study at a time and place that best suits your own needs.

You can access your course from July 1st to August 22nd 2025.

Within this highly interactive web based course, a dynamic learning experience awaits, where you can interact with your fellow course participants through the in-course chat forums and communication tools provided by the CPD College learning system.

Our friendly and knowledgeable tutors actively support each course, providing expert interaction, guidance and feedback for all participants on chat questions and assignments which call for critical reflection, self-analysis and a reasoned response.

On successful completion of your course, you can download and print off your CPD record and certificate of completion.

We look forward to welcoming you to your course.

Learning outcomes

Teachers will be better able to:

- Compile an effective oral language programme, focusing on learner outcomes, quality learner experiences and incorporating high-quality teacher practice
- Develop the elements of a comprehensive reading skills programme, focusing on learner outcomes, quality learner experiences and high-quality teacher practice
- Create an effective and comprehensive writing skills programme focusing on learner outcomes, quality learner experiences and high-quality teacher practice
- Incorporate digital technology and tools into language learning experiences
- Implement the range of assessments across the strands
- Reflect on their individual preparation and practice across learner outcomes, learner experiences and use of digital tools

Modules

Module 1: Play & Oral Language 1

- Organise, compile & roll out the 15-week 'read at home' initiative
- Plan and organise for children's play as a support to language
- Provide opportunities for children to talk about his/her play across themes, to be heard and, in turn, to be the listener
- Plan and develop

concepts, dispositions and skills in relation to key language outcomes during playtime & routines
- Grow oral language through socio-dramatic play and language interactions and experiences that are both challenging and supportive
- Describe the Aistear framework in detail
- Engage pupils in purposeful, meaningful, playful oral language games and learning activities
- Incorporate inclusive/differentiated approaches and effective methodologies

Module 2: Oral Language 2

- Purposefully develop children's speaking and listening skills through a systematic oral language lesson approach, delivering PLC learning outcomes
- Implement the 'interactive read-aloud' and 'shared reading' approaches
- Support pupils to talk, respond and apply critical thinking as they listen to / read, discuss, share and dialogue about books
- Create opportunities for children to share thoughts and opinions on texts in a range of genres across

curriculum

- Foster pupil motivation to learn through implementing a structured story approach to oral language skills development, through whole-class discussion of the story that has been read
- Assess pupils oral language skills & decide the next steps in learning

Module 3: Reading

- Assemble and practice a range of pre-reading skills development activities
- Compile and teach the 42-letter sound code of phoneme/grapheme correspondences
- Develop children's blending skills for reading
- Teach word identification and word reading strategies
- Use routines and strategies for teaching the many irregular tricky words that appear in texts to be read
- Utilise the shared reading and guided reading approach to reading skills development
- Teach and extend children's vocabulary by taking a systematic rich story and poetry lesson approach
- Explicitly teach a range of

comprehension
strategies to support
children's response to
text read
- Assess reading skills d
evelopment/progressio
n & plan next steps

Module 4: Writing

- Assemble, teach and
practice various pre-
writing and early
handwriting patterns
and cursive writing
skills development
activities
- Utilise a modelled and
shared writing
approach to early texts
- Implement the
successful
think/draw/talk/write
approach to children's
writing
- Provide students with
rich motivating content
and topics to freely
write and share almost
daily
- Take a structured
lesson writing process
approach to create
texts independently or
collaboratively
- Create texts with the
typical structure and
language features
associated with
various genres
- Assess writing skills
development and plan
the next steps.

Module 5: Poems & Rhymes

- Develop and
implement a public
speaking skills-
building programme in

infants
- Create a rich classroom environment that truly supports literacy and language learning
- Implement a strong phonological awareness programme
- Utilise digital technologies and tools to support the achievement of language learning outcomes
- Implement the 10 evidence-based practices and productive pedagogical approaches to language teaching and learning
- Consider the opportunities pupils have to reflect on their progress as learners and to develop a sense of ownership of and responsibility for their language learning.

"Thank you for putting together such a fantastic, course. The barrier games, jolly phonics, Aistear information and lots of other topics were very helpful and the resources are fantastic. I will be teaching EAL again for the 2nd year. I have found the oral language module particularly helpful and insightful. The layout of the Jolly phonics information was very helpful. Thank you." - Shona, 2024