



Overview of Success For All (English Curriculum)

This information booklet will
provide you with
information on English at
Gonville Academy:



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What is Success for All?

Q. How does it work?

Success for All makes reading the cornerstone of the curriculum. For children to succeed in school, they must be reading at the national curriculum stage of learning by the end of each year group. They also need effective teachers, so SFA includes intensive professional development, on going coaching support, and data tools to give teachers feedback on how children are learning and where they need additional teaching or extra help. SFA involves the whole community in implementing effective teaching that is based on the best research on what works. Success for All makes learning fun and engaging for children and helps teachers become knowledgeable, skilled instructional leaders.

Q. How is SFA different from everything else out there?

Success for All is unique in so many ways!

- Cooperative learning is used all the time. Children work together productively to learn and take responsibility for one another.
- Technology is deeply embedded in daily teaching and learning.
- Children are highly motivated, engaged, noisy, and on task.
- The pace of teaching is fast, and the kids keep up with it.
- Every minute of teaching is well planned, exciting, and engaging.
- Learning is constantly monitored, and problems are solved the right way.
- Teachers teach the whole child. Social and emotional learning, behaviour, and cooperation are as important as academics.
- Professional development is excellent and going on every day. Teachers know their craft and apply it with intelligence, adapting it to their students' needs.
- Everyone is involved in support of children's success—teachers, parents, community members, and the children themselves.
- A facilitator from the school's leadership team works with teachers every day to help every teacher succeed and grow in skill and sophistication.
- There is a strong research base in every component of SFA and in the program as a whole.



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How does it work in school?

Children in year 1 to year 6 are assessed every half term to determine their progress with regards to reading and writing. This may take the form of a 1:1 assessment, group assessment, test, reading book assessments and teacher assessments.

Children are grouped by reading ability, regardless of their age. This creates unique teams within each classroom, where older and younger children work together to support each other in their learning. Each day, children have 1 ½ hours of SFA.

Reading:

- ✓ Make sure you and your child are in a quiet place, away from the television!
- ✓ Do not bother when your child is hungry, tired or upset – reading should be a happy time.
- ✓ Read to and with your child, as well as hearing them read.
- ✓ Show them how to read with feeling, try using different 'voices' when characters speak
- ✓ If your child cannot read a word, please tell them what it is (remember not to sound cross).
- ✓ Encourage them to talk about what you are reading together.
- ✓ If you feel that the book your child is reading is too easy or too difficult, please don't find fault with your child because it was their choice. Instead, please talk to the teacher if you think your child always chooses the wrong books.
- ✓ **Above all, please hear your child read as often as you can. It does not need much of your time, but it will help your child very much in school.**



Success for All –

Success for All (SFA) is a reading and writing programme devised to accelerate and challenge children's reading and writing abilities. It initially lays strong foundations in both oracy and literacy with Nursery and Reception children and goes on to provide systematic teaching throughout the primary years. SFA provides a wide range of opportunities for children to explore and develop phonic knowledge and comprehension strategies; develop vocabulary and spelling; improve grammatical awareness; analyse whole texts; and develop writing in a range of genres, all whilst exposing children to a wide range of interesting, bright and diverse range of literature.

Co-operative Learning –

The whole curriculum is driven by co-operative learning which is embedded throughout the programme and focuses on individual pupil accountability, common goals and recognition of team success. The emphasis is on partner and team sharing, and the opportunities that children are given to work with peers. This enables them to master new



skills, whilst encouraging them to develop into active thoughtful learners.

Roots - This Key Stage One programme builds on the systematic teaching of synthetic phonics in Reception whilst also developing a significant sight word vocabulary. The four basic components of Roots consist of Fast-Track Phonics, Shared Stories, Story Telling and Retelling, and Writing.



Wings – This Key Stage Two programme has a strong focus on reading for fluency and comprehension. The main aim of Wings is to give children a love of reading and create fluent and confident readers by the end of Year 6, well-able to clarify and question a range of texts. Wings supports and challenges both basic and more competent readers. It develops their skills through reading a wide range of carefully selected literature including fiction, non-fiction and poetry.

Continuous Cursive Handwriting - Children at Gonville Academy learn continuous cursive handwriting and are encouraged to join up their letters at the earliest stages of writing. There is a range of evidence to show this enhances children's presentation and assists with graphic skills.

