

# SUCCESS FOR ALL

## Reading

Word reading and comprehension are the two dimensions of reading. At Gonville Academy, we ensure that the teaching focuses on developing both areas for every child. This requires a speedy recognition and pronunciation of printed words for word reading accuracy which is embedded through Phonics.

Children's knowledge of the world and their understanding of vocabulary form the foundations of comprehension. The teachers at Gonville Academy ensure that comprehension skills are developed through high quality discussions and from a wide breadth of engaging stories, poems and non-fiction texts.

Children are encouraged to read daily at home as well as in school in order to establish a passion for reading and to enhance their vocabulary, as well as securing a better understanding of the world.

At Gonville Academy, we follow the SfA (Success for All) programme, which involves teaching children the skills for reading, writing and comprehension.

### EYFS

Children leaving EYFS should be able to read and understand simple sentences and use their phonics knowledge to decode words and read words aloud. Children have multitude of mark-making opportunities and letter sound matching activities indoors and outdoors during their time in Nursery and Reception. In school, there are high quality age-related storybooks that children can engage with. We aim to engender a passion of reading at this early stage.

### Key Stage 1

In our school, children's reading skills are developed through engaging with a variety of high-quality books. Our English approach and SfA programme, ensures children are reading exciting books daily and are able to engage with poetry, fiction and non-fiction texts. Children are also taught the skills required to identify, understand and answer comprehension questions successfully. By the end of Year 2 children are taught to use their phonics knowledge to read confidently, accurately and fluently. Children also begin to focus on the specific skills required for reading comprehension e.g. inference, skimming & scanning; vocabulary and key facts retrieval.

### Key Stage 2

As children progress through KS2, they are able to read a wider range of books and poetry at an age-appropriate level. Their fluency should be mostly accurate and less conscious than previous key stages. Teachers continue to enable children to engage with a wide range of texts in school through the English reading approach "Success for All", which is a strategy that have been chosen to enhance pupils' enjoyment and understanding of vocabulary as well as their comprehension of texts they have read. Children in Key Stage 2 are taught specific reading skills in 5 80-minute SfA sessions per week.

## Writing

Transcription (spelling and handwriting) and composition (structuring ideas into speech and writing) are the two dimensions to writing. Teachers at Gonville Academy ensure that teaching incorporates both with an opportunity for children to plan, revise and edit their writing. Children are also taught the vocabulary required to

bolster their writing and spoken language. This is an expectation across all Key Stages at Gonville.

At Gonville Academy, we use Success for All from Year 1-6 which involves engaging with an exciting stage-related book and producing in-depth writing based on it. In addition to this, writing is taught through our range of diverse curriculum topics.

### **EYFS**

Children begin to use their phonics knowledge to write words that match their spoken sound in Early Years. They are expected to be able to write simple sentences that can be read by themselves as well as others. Teachers ensure the learning environment is engaging and stimulating for young children, allowing opportunities to engage with letters and sounds and mark making, in Nursery and Reception. In Nursery, children are encouraged to mark make daily using gross and fine motor skills. In Reception, children have daily Write Away sessions in which they are encouraged to write in simple sentences.

### **Key Stage 1**

Children develop the stamina to write narratives, recount real life events (in diaries and newspapers) and poetry, in KS1. Children are given the opportunity to think about what they are going to write by planning or saying their sentences aloud first. Children are also encouraged to write down key words including new vocabulary and vocabulary from their reading sessions to help them structure sentences. Teachers provide regular opportunities for children to re-read their work, to check it makes sense and to edit what they have written. SfA (which takes every day each week) allow numerous opportunities for these strategies. Every half term, children write a piece of applied writing based on their wider curriculum topic.

### **Key Stage 2**

As with reading, by the end of KS2 children's writing is expected to be fluent and autonomous. Children are taught to plan, draft, evaluate and edit their writing by identifying the audience and purpose for writing, selecting the appropriate grammar and vocabulary and by using the correct organizational and presentational devices to engage and guide the reader. In KS2 children produce writing based on books from Success for All, as well as linking writing to their topic.

### **Handwriting**

In Early Years, pupils are encouraged to develop their fine motor skills through mark making. By Reception, pupils are taught to form letters accurately and cursive writing is modelled by the teacher. The expectation by the end of Year 1 is that children begin to form their letters in cursive style and this is developed through to Year 2 where children use cursive handwriting more confidently. Teachers ensure that handwriting is modelled at least twice a week in years 1 - 5. By the end of KS2, pupils are expected to write legibly, fluently and with increasing speed using pens.

### **Spelling**

#### **EYFS**

In Early Years, children have an opportunity to practice green and red (tricky) words.

#### **Key Stage 1**

Children are taught to spell by segmenting words into phonemes (sounds) and representing these by graphemes (letters). It is expected that by the end of Year 1 and 2, children are able to spell common exception and non-phonetically plausible words accurately.

#### **Key Stage 2**

Children are expected to know how to spell the age-related common exception

words which are taught and practiced through timetabled spelling sessions. In addition to this, by the end of KS2, teachers ensure that children show a sound understanding of how to spell words using a variety of advanced spelling rules; this is assessed weekly by discrete spelling tests in class, as well as within their independent writing.

### **Grammar**

Grammar lessons are taught discretely once a week in Years 1 and 2, increasing to twice per week in Years 3-6. In addition, grammar elements for particular genres are taught as part of the Success for All Writing dimension of the programme. Children are then expected to incorporate grammatical teaching, specific and appropriate to genre into their writing.