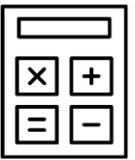




# Maths at Yardley Gobion CE Primary School



## Maths Mastery

Children learn about mathematical concepts in depth. They often work through concrete, pictorial and abstract stages of learning.

Mastery is not an individual activity.

At YGPS, children are deemed to have mastered a concept if they are able to apply it in a range of contexts some time after the point of teaching.



## Fluency

Opportunities for independent practice and overlearning are provided to ensure automaticity.

Deliberate practice affords the children the time to consolidate their understanding of methods.

TTRockstars encourages children to regularly practise fundamental number work.



## Reasoning and Problem Solving

Reasoning is evident throughout the learning journeys – it is not seen as an end product.

Questioning children and asking them to 'convince me' allows them to consider their understanding.

Problem solving opportunities are provided once children have achieved relational understanding.



## Making Progress

Progress is determined by whether the children know and remember what has been taught at different points in the year.

Children are challenged by both the content that they are learning and the complexity of the tasks.

Termly assessments show children are achieving in maths.

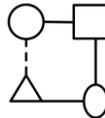


## Sequencing

Units of work are sequenced so mathematical knowledge is cumulative.

Areas of maths are interleaved so that they are regularly re-visited and knowledge is built on.

Mental maths strategies are planned and taught sequentially year-on-year.



## Modelling

Mathematical instruction is chunked in to small steps..

Direct instruction is clear and often exemplified with images to lessen the risk of confusion.

Potential misconceptions are addressed to try to avoid confusion.



## Support for all

Scaffolding and differentiation provides children with the structure to attain highly and build confidence.

Manipulatives are used so that children who require a tactile learning experience receive this.

Intervention through guided practice is made available to those that need additional support.



## Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

The aim is for all knowledge to be retrieved and applied.

Remembering information and knowledge is celebrated and is part of the YGPS culture.



# Writing at Yardley Gobion CE Primary School



## Early Writing

Communication and language are prioritised to form the foundation of thinking and learning.

High quality adult-child interactions provide opportunities to model effective use of expressive language.

A wide range of opportunities to communicate through writing are provided, motivating children to write.



## Speaking and Listening

Children, especially in EYFS/KS1, rehearse texts being studied and practice confidently re-telling stories.

Oracy is promoted throughout the learning journeys i.e. appraisal of work or performing poetry.

Children are encouraged to be articulate speakers. This is clearly modelled by adults in school.



## High Quality Text

Writing units are always supported by high quality texts that engage, inspire and evoke joy in the children.

Texts are ambitious in their language and themes. They provide an excellent model of a genre.

Writing outcomes are based around the text, giving children greater motivation and purpose to write.



## Sequencing

The writing curriculum is based on 4 purposes of writing: to inform, to entertain, to discuss, to persuade.

A range of genres are taught on a 2-year cycle. They are sequenced in a way that enables interleaving.

Using stepped skills mapped to genres, children are able to build on skills year-on-year.



## Writing Journey

The writing journey is sequenced as follows:

- Shared purpose for writing
- Text immersion
- Practice genre-specific skills including Spelling Punctuation And Grammar
- Application of skills (short burst)
- Planning
- Drafting and final outcome
- Appraise and publish



## Vocabulary

Vocabulary is both discretely shared and incidentally discussed. It is a cornerstone of the English curriculum at YGPS.

Dictionary definitions are shared.

Pupils are encouraged to use ambitious vocabulary (tier 2/3).

Language is not shied away from.



## Support For All

High-quality modelling and shared writing enables all to see the small steps required to write effectively.

Scaffolds to support sentence construction (Writing Revolution) are utilised and practised to support fluent writing and build confidence.

Targeted teaching to support those requiring guided writing sessions.



## Making Progress

Writing assessments (purple books) will show that children are applying techniques with greater skill.

Children will have a wider bank of vocabulary that they apply creatively.

Assessments will be moderated and children will demonstrate term-by-term improvements, based on the expected age-related skills.



# Reading at Yardley Gobion CE Primary School



## Early Reading

The Early Years environment is flooded with books for children to explore freely, and plenty to read (matched to the child's phonics stage.)

There is a balance between systematic phonics and storytelling, singing and rhyming activities to develop phonological awareness.

Children hear modelled reading daily.

## Phonics

Provision is consistent across the EYFS/KS1 phase.

Direct teacher instruction ensures that children re-visit previous sounds and are introduced to new sounds well.

Phonics is systematically delivered and results last year are consistently strong.



## Speaking and Listening

Reading takes many forms. At times reading is shared, other times it is adult or child-led.

Children are encouraged to read aloud, especially when performing poetry.



## Reading Fluency

Being able to read fluently is understood to be essential to comprehension.

Those requiring intervention (are identified and supported.

Strategies' are shared with parents so they can support at home.



## High Quality Text

Reading units are always supported by high quality texts that engage, inspire and evoke joy in the children.

Texts are ambitious in their language and themes. They provide an excellent model of a genre.

Reading responses are based around the text, giving children greater motivation and purpose to write.



## Vocabulary

Vocabulary is both discretely shared and incidentally discussed. It is a cornerstone of the English curriculum.

Dictionary definitions are shared.

Pupils are encouraged to use ambitious vocabulary.

Language is not shied away from.



## Reading Responses

Reading responses worked is framed around the VIPER approach.

Responses are varied and require the children to be dynamic in their comprehension of a text.

Responses are scaffolded for those requiring additional support.



## Reading Culture

Reading is part of the ethos of YGPS.

Parents are invited in to regular parent reading mornings.

Children read widely across the curriculum.

Reading is celebrated and access to books is wide.