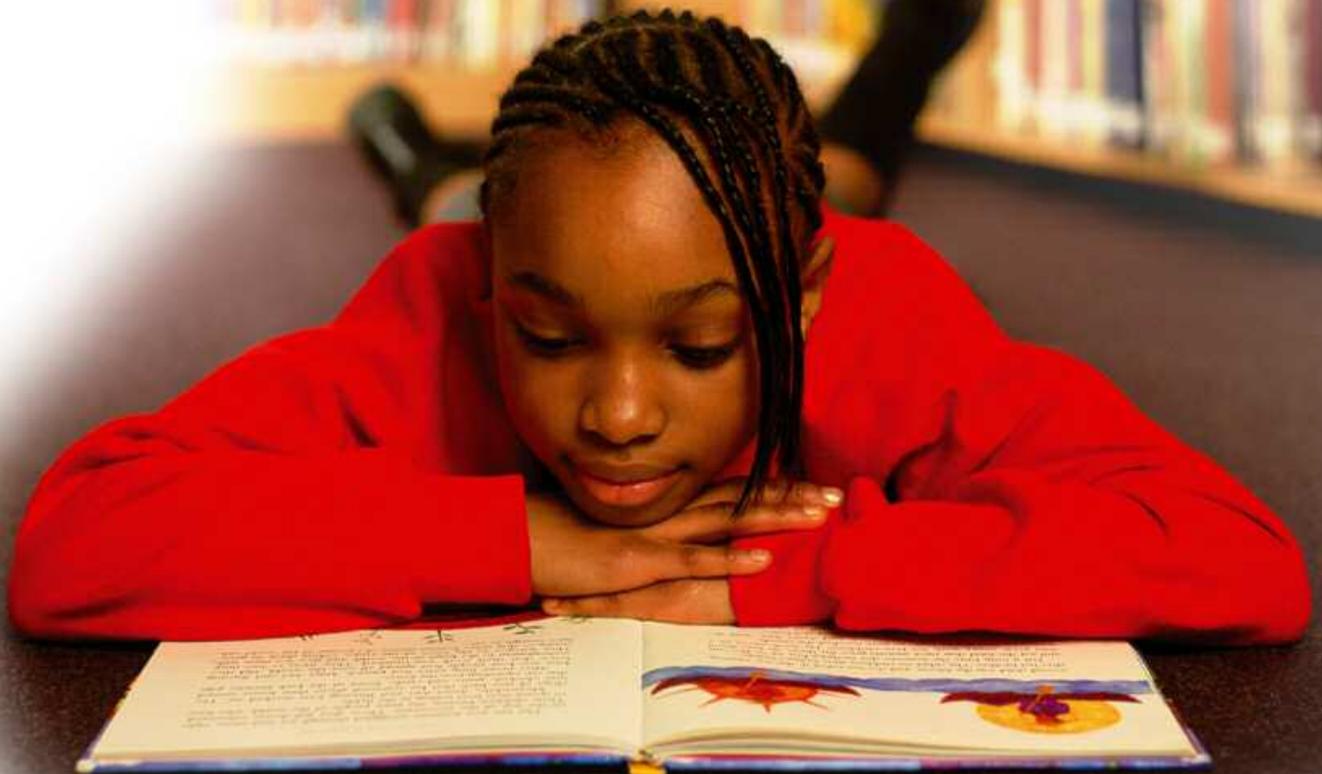


A Success Story

The Proven Schoolwide Literacy Programme
for three to eleven year olds



Success for All



A Proven Method of Preventing Literacy Failure

Success for All has a proven record of preventing literacy failure in schools facing challenging circumstances, as they work to address the diverse needs of children most at risk. Initially, the programme prevents failure by laying strong foundations in both oracy and literacy with nursery and reception children. It goes on to provide systematic, relentless teaching throughout the primary years. Ultimately the Success for All programme ensures a systematic and structured approach to ensuring that “No child gets left behind”.



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The curriculum followed through Success for All is very good as is the organisation of pupils to achieve maximum learning. The assessment of what pupils know, understand and can do in English is monitored well every eight weeks. Pupils work in small groups within which all are of similar ability regardless of age. This is having a very positive effect on pupils' attitudes to learning, the quality of their learning and the progress they are making.

OFSTED Inspection Goose Green Primary School, East Dulwich, London March 2003

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The Foundation Stage

Speaking and listening are at the heart of the comprehensive Curiosity Corner (Nursery) and KinderCorner (Reception) Programmes. Every one/two weeks a different Theme Guide is used to present new concepts and vocabulary within a wide range of activities that span the day and the curriculum. Teachers use small group time and planned interventions during structured-play activities to extend and develop children's ability to speak in sentences and use vocabulary appropriately. In Nursery, children learn to actively listen, and to talk in sentences to the teacher and to a partner. Carefully selected, theme-linked texts are used to model good reading behaviour, and to engage children in comprehending the structure and meaning of stories. In addition, reception children are taught phonics intensively and learn how to apply this knowledge to regulated texts. They also compose their own writing during short daily writing sessions using their developing phonic knowledge. The programme clearly reflects the curriculum guidance for the Foundation Stage.

Years One to Six

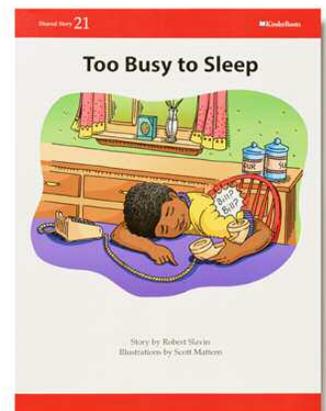
During the 90-minute literacy lesson, children are organised into teaching groups determined by their reading comprehension level. This results in children of different ages working together, thus ensuring that the full 90-minute lesson is at the correct instructional level for all the children in the group. The direct impact of this method of grouping is that it dramatically increases the amount of direct teaching time.

Literacy Roots (typically year one)

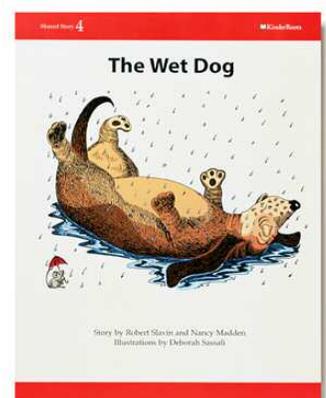
The year one programme, (Literacy Roots), builds on the systematic teaching of synthetic phonics in Reception whilst also developing a significant sight word vocabulary. Children continue to apply their new knowledge to phonetically regulated stories. Each regulated story is linked to authentic high quality fiction or non-fiction text. Through an interactive reading of these texts with the teacher, children continue to extend their comprehension skills. Talk remains central to learning in Literacy Roots. During this crucial stage, great emphasis is placed on teaching children to use their growing knowledge of phonics and sight words to write with increasing accuracy whilst developing their understanding of the writing process.

Literacy Wings (typically years two to six)

From year two to year six, children use a wide range of carefully selected literature including fiction, non-fiction and poetry books. In most cases children read the whole book. These books are supported by well thought-out structured teaching and learning materials. The activities are founded on the most recent research into how to develop effective readers and writers.



Specially developed phonetically regulated stories form part of the Success for All reading programme



A Co-operative Approach to Learning

Co-operative Learning is the vehicle that drives the SFA curriculum. Children work together in partnerships and teams, helping one another to become strategic readers and writers. Emphasis is placed on each individual child's progress as they strive to achieve predetermined learning goals. They do this within the context of a learning team where each member is responsible not only their own learning but that of other team members.



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The assessments in the literacy programme SFA are rigorous and frequent. The information gained demonstrates clearly how well pupils are achieving and the progress they are making over time. This information enables teachers to pinpoint what children know, understand and can do. Work is then accurately targeted for all pupils, including those with special educational needs and those from traveller backgrounds.

OFSTED Inspection Manor Oak Primary School November 2002

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Developing the Inner Voice

Successful readers and writers have clear, strong inner voices. The aim of the programme is to ensure that every child leaves primary school with their own strong inner voice. These inner voices help them to: clarify text they don't understand; summarise texts to identify the main ideas; question text to grapple with deeper levels of meaning; use on-going predictions to draw and alter conclusions about the text as they read. When writing, the inner voice guides them through each step in the writing process towards a published finish.

Partner-Talk

The aim of the partner-work in Success for All is to scaffold children towards creating their own strong inner voice. To engage in a quality discussion with their partner they must, organise their thoughts, explain their ideas clearly, and justify their perspective. The debates they have with each other lay the foundation stones for the inner debates they will eventually have with themselves. To support quality partner dialogue, teachers constantly model partner discussion and reward partnerships who demonstrate it.

The Co-operative Learning Cycle of instruction

Talk is at the heart of every part of the learning process in Success for All. During direct teaching, the teacher maintains children's engagement in the lesson by ensuring that every question is asked of every child and that children are given time to respond to the questions with their partner. Children are always given time to practise both new and on-going learning with their partner before moving towards independence. Team discussion time allows team members to teach each other what they know, a truly powerful learning tool. Ultimately children are assessed as individuals. However, success is made much more certain because of the quality of talk that preceded the assessment.

Benefits to the rest of the curriculum

The speaking and listening techniques inevitably impact the rest of the curriculum as children carry their new learning skills into different lessons and teachers begin to see the power of talk as a tool for learning, no matter what the curriculum area.



Mnemonic Key cards help Reception and Year One children with phoneme/grapheme correspondence



Puppets called Alphie, KinderRoo and Curiosity Cat engage the attention of the youngest children during literacy activities

A Success Story

for Every Child

What makes it work?

An acknowledgement that unless a child is, **at school**, **happy** and **healthy**, learning is unlikely to happen. Success for All is designed to identify and address the root causes of failure in literacy, and then to pursue success for each child relentlessly by using the full force of the following systems.

Training and on-going support

Success for All provides an in-depth programme of training and support for a minimum of three years. Three days initial training is mandatory for anyone directly involved with teaching the programme and on-going support is given to both the teaching staff and the school's management team as they work to use all elements of the programme effectively.

Facilitator

Each school selects a key person on the staff to be their SFA facilitator. This person is given daily release time to support consistent quality implementation of the programme in classrooms. It is also their role to organise the assessing, grouping and tutoring of children. Facilitators help teachers make certain that every child is making good progress.

Eight-Week Assessments

Grouping all children by reading comprehension ability means that no child needs to be in a potentially marginalised group. Younger, more able children, work with older, less able children, in a grouping environment

which is productive and meaningful for all learners at an appropriate level and pace for them. Every eight weeks, all children are assessed and regrouping takes place. Assessment and regrouping ensures that all children are being instructed at the right level of challenge at all times.

Tutoring

The aim of tutoring is immediate intervention to avoid long-term remediation. Tutoring is provided by trained teaching assistants, one to one, for twenty minutes a day as soon as a child is identified as failing to make progress. As a result of careful diagnosis a programme of support is identified that builds on the child's classroom experiences. It is a short-term intensive solution. The aim is to focus on the youngest children thereby preventing the on-going cycle of failure.

The Family Support Team

A unique element of the Success for All programme is the support provided by the Family Support Team. If a child is not at school, not happy or not healthy, the best curriculum in the world will fail to make a difference. The Success for All programme encompasses research which recognises the impact these factors have on children's chances of success. The Family Support Team is comprised of head teacher or deputy, facilitator, learning mentors and sometimes a school governor. The role of the Team is to raise attendance, reduce lateness and to promote parental involvement.

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The school's decision to adopt the 'Success for All' programme has had an excellent impact on standards in English, as well as on pupils' personal and social development, and the development of knowledge and understanding in other subjects.

OFSTED Inspection Landsdowne Primary School, Tilbury October 2003

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Where can I get more information?

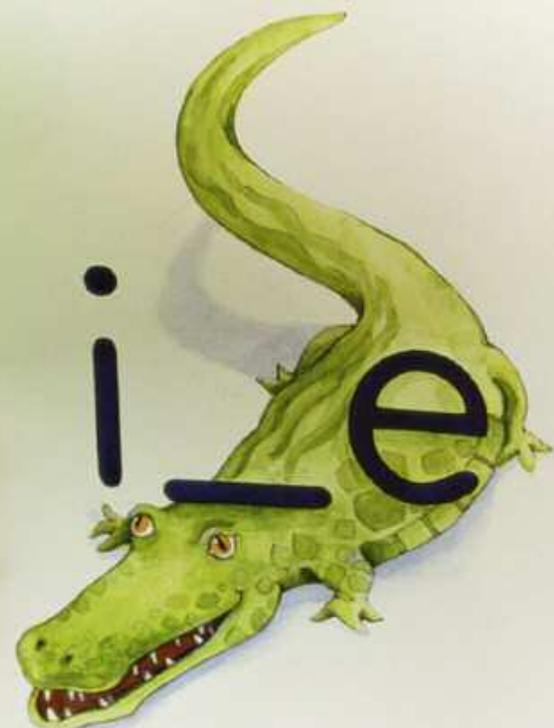
For awareness materials or information on training, school visits or other assistance contact us at:

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26/27 Jarodale House
7 Gregory Boulevard
Nottingham
NG7 6LB

Tel: 0115 956 0363
Fax: 0115 956 0366
Email: admin@sfa-uk.co.uk

“Alphie helps us
to read and write.
He also plays little
games with us.
It is fun!”

Roots pupil, Tilbury Manor School



SFA is the most effective and successful teaching programme I have used in 30 years as an educator. SFA has not only dramatically improved our pupils' skills, fluency and confidence in all aspects of literacy; it has also raised self-esteem, developed social skills and established a culture of co-operative learning. The planning, content and pace of lessons are, like the teacher and pupil materials, excellent and easy to use. SFA has been a success with pupils, teachers, learning support assistants and parents!!

Head Teacher, St Mary's RC Primary School, Tilbury

SFA has reduced our special needs register by over 20% as every child is working and achieving exactly at their own level every day.

SFA Facilitator, Bankside Primary School, Leeds

SFA has transformed the way we teach literacy. We can now describe the progress made by every individual child in detail. This alone has made a tremendous difference. Our teaching has become so much more focussed.

SFA Facilitator, Lansdowne Primary School, Tilbury

The KinderCorner and Curiosity Corner programmes encompass every part of the Early Years curriculum in such a clear and developmental way that we have been able to enhance the accuracy of our teaching like never before.

Foundation Stage Co-ordinator, Leeds

Alphie has managed in a short space of time to improve listening skills, encourage conversation and help the children to read, write and spell. He has been a comforter, a comedian and a master of bribes. He has lived in various lovingly made houses, worn many beautifully designed costumes and maintained a roguish smile throughout. Not bad for a green hand puppet eh?

Learning Support Assistants, Tilbury Manor School



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Success for All