



THRYBERGH PRIMARY SCHOOL

SUCCESS FOR ALL A Policy for teaching Literacy

INTRODUCTION

Thrybergh Primary School follows the Success For All literacy programme from F1 through to year 6.

Data shows that children join Thrybergh Primary School with very low attainment in all subjects but especially in literacy and language.

The reasons are many and varied but our belief is that reasons are not barriers but challenges to be overcome enabling our children to achieve their full potential.

The staff and Governors agreed that we needed to introduce a specialist programme of literacy that would give our children the type of teaching and learning that would increase their learning and allow them to achieve to their potential in literacy.

Both staff and Governors were involved in looking for, discussing, observing and scrutinising schools and teachers using different literacy programmes and we have decided to implement Success For All (SFA)

A Co-operative Approach to Learning

- The Success for All programme is based on extensive research into the way that children learn to read and write.
- The curriculum is driven by co-operative learning, which is embedded throughout the programme and focuses on individual pupil accountability, common goals and recognition of group success.
- This emphasis on partner and group sharing, and the opportunities that children are given to work with peers, enables them to master basic reading skills, whilst encouraging them to develop into active, thoughtful learners.

Why use Co-operative Learning?

Research has shown that using co-operative learning techniques with children:

- Promotes learning and academic achievement
- Increases retention
- Enhances satisfaction with their learning experience
- Helps develop skills in oral communication
- Develops social skills
- Promotes self-esteem
- Helps to promote positive race relations

Research into Co-operative Learning

Co-operative Learning has been proven to enhance children's capacity to learn and consolidate new ideas across the primary curriculum.

In the vast majority of research studies co-operative learning has been shown to be more effective than traditional methods in raising the levels of motivation and achievement of children as well as resulting in positive social outcomes.

Researchers such as Robert Slavin and David and Roger Johnson have shown that using co-operative learning strategies has a positive impact on achievement.

Children who learn co-operatively tend to be more highly motivated to learn because of increased self-esteem. They also have greater on-task behaviour, score higher on achievement and problem solving tests and tend to get along better with classmates of different racial, ethnic and social backgrounds.

Professor David Hopkins, Nottingham University, stated in his evaluation of SFA in the pilot schools in Nottingham: "We found learning behaviour inside schools had improved. Children were learning how to problem solve and work in groups and were able to transfer these skills to other curriculum areas. One result, which has excited researchers, is that boys were making as much progress as girls, despite conventional research and national trends, which branded boys slower."

Curriculum: Nursery to Year Six

Our aim is to:

- Provide teachers with a complete literacy programme
- Support teachers with training and coaching
- Use proven research strategies and best practices for teaching literacy
- Engage children with co-operative learning strategies
- Accelerate the learning of all children
- Improve classroom management and attendance
- Emphasise development of oral languages, phonemic awareness, phonics, fluency, vocabulary and comprehension

There are 4 main parts to the programme, all of which have been adopted by the school.

Foundation Stage – There are two foundation stage programmes that provide young children with an experimental and child-central curriculum, which gives them the necessary foundation for success in KS1. Curiosity Corner in FS1 and Kinder Corner in FS2 have an integrated approach and have been written to meet all of the requirements of the Foundation Stage and Early Learning goals. These consist of 36 weekly thematic units in Curiosity and 16 two-week thematic units in Kinder.

Roots - The SFA Roots Programme begins in Year 1 and gives children the building blocks to become successful readers and writers. Using a systematic, synthetic phonics programme, which has been endorsed by the Rose Review, children gain confidence in their ability to apply their knowledge to the reading process.

A Roots Programme will be developed over a 3-day cycle. The children have a 20-minute phonics session where they are taught a new sound every day. The children then move onto shared and guided reading of stories at an appropriate level as well as comprehending traditional children's stories. The final part of the session includes a writing activity where the children learn the foundations of writing.

Wings – The SFA Wings Programme exposes children to carefully selected literature covering all the different genres to develop their skills as effective readers and writers. The aim of the Wings programme is that by the end of year 6 children have a love of reading and are able to question and clarify their understanding of any text.

A Wings Programme will be developed over a 5-day cycle. The children spend three days reading and understanding a text and two days writing. When accessing the Wings programme, children also complete Writing Modules. They are designed to last four to five days. Children will complete approximately two Writing Modules per half-term to match the genre of the Treasure Hunt Book they have been reading.

Year 6 Literacy Skills Consolidation Programme - This programme has been developed to consolidate and extend children's prior learning, enabling them to demonstrate their skills during national testing. The Year Six Teaching Programme consists of ten units that covers five important text genres and develops children's ability to articulate their thinking about text through a focus on key literacy, presentational and functional devices. The package also includes detailed guidance on teaching five genres of writing (recount, non-chronological report, persuasion, balanced report and story).

Conflict Resolution / Getting Along Together

The Getting Along Together programme aims to ensure that every child is equipped to deal with sources of potential conflict, thus defusing it before it is allowed to escalate. Working alongside peers, listening and applying problem solving strategies to obstacles are all skills that deserve to be taught if we value children's ability to co-operate and fully engage in the learning process. The Success for All Getting Along Together programme is a series of lessons designed to support the co-operative learning process and is delivered at the beginning of each academic year, preparing the children for their Roots or Wings group.

Assessment

KS1 and KS2 children are initially assessed during the implementation of the programme. They are then taught in ability groups. Assessments are then carried out approximately every eight weeks and children stay in or move up groups according to the progress they have made. This allows all children to progress at their own pace. It is also evident that children who join our school with little or no English can join the lower ability groups, access good quality teaching of basic English skills but move up groups as quickly as they need often finding their 'true' working level within one or two assessed periods.

'Real' Books

In Roots, children are encouraged to learn to read using both 'readers' and 'real' books. However, from Wings 1 all literacy lessons are based on reading 'real' books rather than 'readers' and this helps to develop a love of reading for books within children and also supports those reluctant readers who need exciting, enjoyable books as well as readable books.

SFA Facilitator

The Assistant Headteacher acts as the the SFA facilitator. Her main responsibilities are:

- knowing the progress of each teacher in implementing the programme, knowing what the next step is for each teacher and providing the direct support needed for each teacher to grow;
- knowing the progress of every child in order to meet needs quickly so that no child falls between the cracks;
- Managing assessments and regrouping efficiently, so that children and teachers are assigned correctly.

Mrs K Edmondson
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