

Further Literacy Support

Teacher's book

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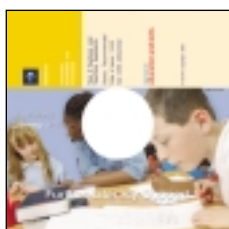
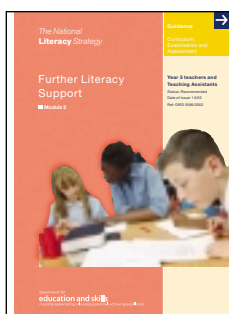
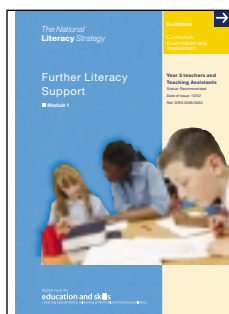
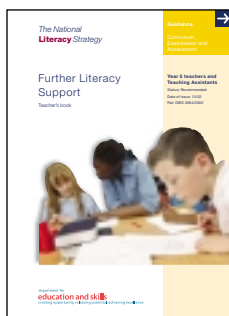
**Year 5 teachers and
Teaching Assistants**

Status: Recommended

Date of issue: 10/02

Ref: DfES 0584/2002





Important

Further Literacy Support

ORDERING THE FLS RESOURCE PACK

To ensure that you are sent this set of materials, you need to:

TELEPHONE THE DEPARTMENT'S PUBLICATION CENTRE ON:
0845 60 222 60.

You will need to provide:

- a contact name;
- the school address and postcode;
- the DfES reference number 0359/2002.

The order limit is one per school.

This will automatically place an order with the Department's Publication Centre and ensure that your copies will be despatched as soon as they are available.



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Foreword

The National Literacy Strategy's *Further Literacy Support* (FLS) programme is the third set of 'intervention' material we have developed since 1999. Like *Additional Literacy Support* (for children in Year 3 and Year 4) and *Early Literacy Support* (for children in Year 1), it is designed to offer structured, additional support for those children who are not making the expected progress in literacy. It is based securely on the objectives of the NLS *Framework for teaching* and offers teachers and teaching assistants the practical guidance and resources they require to implement the programme in school if they wish to do so.

Everyone who works in primary schools knows that early intervention is most effective from every perspective and we would hope that children who require additional support in literacy are identified and have their needs met as early as possible. However, there will still be groups of Year 5 children in many schools who, for a variety of reasons, need some extra support to help them achieve the standards which we would want for all children by the time they come to leave the primary phase. Many of these children will experience difficulties in other areas of their learning and we have consciously sought to design the FLS materials so that they capture and sustain children's interest and help them to become more reflective and independent readers, writers and learners.

Further Literacy Support has been developed with the active participation of many teachers, teaching assistants and other colleagues around the country. We are enormously grateful for the contribution of the small number of schools and LEAs which helped us develop the programme during 2000–01 and to the larger group of schools and Authorities which piloted and further improved the material during 2001–02.

Like other literacy intervention programmes, FLS will be most effective if it complements high-quality, daily classroom teaching. We hope that teachers and teaching assistants who work with the Year 5 cohort will find these resources genuinely useful in meeting the particular needs of some children and thus contribute to our shared objective of higher standards of literacy for all.

Stephen Anwyll
National Director for Literacy

Section **1**

Introduction

Introduction

Intervention programmes

'The National Literacy and Numeracy Strategies aim to raise standards for all children. Some children may need extra support beyond the literacy hour and the daily mathematics lesson. The Strategies have produced a range of intervention programmes for schools to support children so that they can make progress and, wherever possible, catch up with their peers. These programmes have a number of common features:



- they operate in the context of the literacy hour and the daily mathematics lesson;
- their use is dependent on the assessment of progress against key objectives for literacy and mathematics;
- they are designed for children who, with additional support, can work at age-related expectations within the *Frameworks for teaching*;
- they follow a structured programme.'

From Appendix 3: *Targeting support: managing NNS and NLS intervention programmes*

This book provides the overview of the Further Literacy Support (FLS) programme in Year 5 and contains materials to support the introduction of that programme.

Successful implementation of the FLS programme requires whole-school commitment. The headteacher, SENCO, literacy coordinator and Year 5 teacher and teaching assistant all have key responsibilities.



The FLS programme includes training for teachers, teaching assistants and SENCOs. The training serves to ensure that:

- children receive Quality First Teaching throughout the year;
- careful screening and selection processes are used to identify the targeted group;

- this group of up to six children receives effective intervention sessions from the teacher and teaching assistant in the second term.

Effective management of intervention programmes is a key feature in their success. Appendix 3: *Targeting support: managing NNS and NLS intervention programmes* provides further information.

Further Literacy Support in Year 5: summary

- FLS is an intervention programme for Year 5, planned for the teacher and teaching assistant to work in partnership to raise attainment.
- Throughout the year, all children receive Quality First Teaching (QFT).
- Before screening for FLS, the teacher will have identified and addressed any gaps in learning for the class to ensure that the majority is working at age-related objectives.
- Towards the end of the first term, the school will identify those children who will benefit from a more intensive programme of support. (Research indicates that currently this may be about 20% of an average class; that is, a group of about six children.)
- To identify the target group, schools will use the FLS screening material, together with assessment information from the school's own procedures for tracking individual child attainment, including information from SEN assessments.
- FLS is an intervention programme that runs for 12 weeks from the start of term.
- In term 2, in addition to QFT, the identified group will receive a planned programme of support, including lessons from the teacher and the teaching assistant, independent tasks and optional supplementary homework (for group or class).
- By term 3, it is expected that most children in the group will no longer need additional support, although some may need either continuing group support to consolidate their progress or individual support as part of the school's Wave 3 provision.



Roles and responsibilities

- The teaching assistant delivers FLS sessions in terms 2–3.
- The class teacher delivers the weekly guided reading or writing session from the FLS programme.
- The class teacher uses the weekly notes for teacher and teaching assistant to promote the transfer of new learning into the literacy hour.
- The class teacher uses the progress checks to monitor progress.

Quality First Teaching

Good literacy teaching is the most effective way of raising children's achievement. The key features of Quality First Teaching in Year 5 are:

- a minimum of a daily hour of continuous, directed, literacy teaching for all children (Wave 1 provision);
- curriculum and child targets for each term: visible, monitored and assessed;
- regular shared reading to:
 - enrich;
 - improve fluency and response;
 - provide models for writing;
- effective regular guided reading;
- regular shared writing (at least 50% weighting as guide):
 - based on the Framework objectives;
 - using the shared writing model from *Grammar for Writing*;
 - supported by the guided session and opportunities for independent writing;
- systematic teaching of spelling, using the *Spelling Bank*;
- extra support for children where needed (Wave 2), such as the FLS programme;
- further support for children with the greatest needs (Wave 3);
- literacy beyond the literacy hour:
 - application of skills across the curriculum, particularly non-fiction writing;
 - application time, e.g. independent reading, handwriting, reading extended fiction.



At the beginning of the year, the teacher and teaching assistant will assess whether the class is working at age-related expectations. They will plan to address any identified areas of weakness for the class through their target setting and teaching. The planned work with the teaching assistant will support this.

Screening and selection

Identification of children for intervention programmes

Identifying children for intervention programmes is most successful when schools use their assessment information to identify the targeted group, and particularly to look at the progress children in the class have made over time.

Some children may need more than one cycle of support during their time at primary school. However, the aim is that the programmes help them to catch up and reduce the numbers needing further additional provision.

The implementation team (Year 5 teacher(s), teaching assistant(s), literacy coordinator, SENCO and headteacher) supports the selection of the target group.

Selecting children for FLS

The FLS programme is designed to support children so they make accelerated progress and, wherever possible, catch up with their peers. During FLS, the children will revisit objectives from Year 4 and Year 5. The materials are designed to help the children who will most benefit from this support. They are not designed to meet the needs of children who are working very significantly below age-related objectives. The screening pack will help schools to identify the children who will benefit from this additional opportunity.



The screening materials

Appendix 1: *Screening pack* provides detailed information about screening and identification of the group.

Identifying the children for FLS needs to be done in the autumn term against age-related expectations: if children are working at the appropriate level for Year 5 term 1, they will not need additional support, and do not need to be included in the screening. For more information about including children with SEN and English as an Additional Language, see Appendix 1: *Screening pack*.

The FLS intervention programme

The 12-week intervention programme includes guided sessions with the teacher and supported sessions with the teaching assistant. Section 2 provides summaries of each module, with details of the guided and independent sessions needed by the teacher. An example of a supported session is included for information.

Limbering up



Children themselves are involved from the beginning so they understand the purpose and intended outcomes of the intervention.

The intervention sessions are preceded by three introductory sessions, called collectively 'Limbering up'. During these three sessions, the children will think about what makes learning successful, will be shown the pattern of FLS in each

week's timetable and will be introduced to the structure of the intervention sessions.

The first Limbering up session, in which children reflect on learning, is designed to be presented by the teacher, with the teaching assistant's support. It can be used with the whole class. The second and third Limbering up sessions are only for use with the selected FLS group and should be presented by the teaching assistant, ideally in the location identified for the subsequent FLS sessions.

The Limbering up sessions are described in detail in Appendix 2: *Limbering up*.

Homework

Supplementary homework material is included on the FLS CD-ROM. These materials are optional. Progress through the intervention sessions is in no way dependent upon the use of this homework. Teachers who choose some or all of these homework materials may use them to supplement their usual Year 5 homework programme or to replace it completely. The homework could be done by the whole class, not just by the FLS group.

Organising the FLS intervention programme

Space and time



The school will want to identify a designated space and time for the programme and to ensure that the timetabling does not result in the target group missing out on the broad curriculum.

The teacher and teaching assistant need time for liaison to share observations on the group's progress. Materials for this are included in the intervention modules. Liaison is most effective when teachers and teaching assistants are given a period of dedicated time each week to discuss the progress of individual children and to plan for the week ahead.

Involving parents

It is important that parents / carers are fully informed about the intervention programme. Parents / carers should be contacted individually or as a group before the start of the programme so that its purpose can be explained to them. They should be kept informed throughout the programme, and at its end, they should be informed of their child's progress.

Monitoring and assessing



Successful schools monitor the impact of intervention programmes by:

- identifying what the targeted group has already achieved at the start of the programme and what they need to learn;
- tracking individual progress throughout the intervention programme and beyond it;
- monitoring how well the targeted children are keeping up with their peers;
- using optional QCA tests and other assessments to complement their teacher assessment.

Conclusion



Intervention programmes have a crucial role to play in continuing to raise standards in literacy and mathematics. Monitoring individual progress and targeting support to help those who need to 'catch up' will help to ensure that all children make good progress.

*The National **Literacy** Strategy*

Introduction to the Further Literacy Support Programme

The modules

- The programme is divided into three modules, each lasting four weeks.
- The overall focus is on consolidating objectives from Year 4 and Year 5 terms 1 and 2.
- Each module focuses on several text level objectives, particularly writing objectives. These provide the context for developing writing in a particular form. Sentence and word level objectives are addressed in this context.
- Each module has a writing outcome.
- Children see writing demonstrated in the guided and supported sessions and then go on to apply these skills and strategies in independent writing.

Module 1: Writing to Persuade

- Consolidation of key objectives from Year 4
- Outcomes: Write three pieces of persuasive writing: an advert, a leaflet and a letter.
- Context: Children read and evaluate advertisements, write promotional material for a new product called 'VIP', and finally write a letter, using persuasive language.

Module 2: Fantastic Tales

- Consolidating key objectives from Year 4 and from Year 5 term 1
- Outcomes: Plan and write a story.
- Context: Children read and evaluate examples of myths and legends. They identify key features and use these to plan and write their own stories, editing and reviewing as they write.

Module 3: Writing to Inform

- Consolidating key objectives from Year 5 terms 1 and 2
- Outcome: Write a non-chronological report on life at school.
- Context: Children read and evaluate non-chronological reports. They identify key features and use these to plan and write a report on their school, as well as instructions about how to get there for a visitor from 'another world'. They edit and revise their writing and plan a presentation.

Weekly structure

Each week has the same structure and contains the following elements:

- guided work – led by the class teacher;
- supported sessions – led by a teaching assistant or other teacher;
- independent work – carried out in the literacy hour or at another time;
- homework – homework is available but is optional.

Monday

- **Guided reading or writing:** This session is completed during the literacy hour. It provides the focus for work in all further sessions that week. Notes are provided to help the teacher plan and run these sessions.
- **Supplementary homework:** If the teacher decides to use the homework, then the day's task is introduced.

Tuesday

- **Independent activity:** The group completes this during the literacy hour or at another time set by the teacher. This work will follow up the guided session and lead into the first supported session.
- **Supported session 1:** This is led by a teaching assistant or other adult working with the group outside the literacy hour. Session notes are provided.
- **Supplementary homework:** This is set by the teacher.

Wednesday

- **Supported session 2:** This is led by the teaching assistant or other adult outside the literacy hour.
- **Supplementary homework:** This is set by the teacher.

Thursday

- **Independent activity:** This is completed by the group during the literacy hour or at another time set by the teacher.

Friday

- **Supported session 3:** This is led by the teaching assistant or other adult outside the literacy hour.

Session structure

Each supported session follows the same sequence and should take about 20 minutes:

- | | |
|-------------------------|--------------------------------------|
| 1 On your marks | Introduction |
| 2 Get set | Preparation and support |
| 3 Go | Independent activity |
| 4 Finishing line | Review and preparation for next step |

Monitoring progress

- At the beginning of each module, the children are introduced to the Target plan. They consider what they will learn, and look at the weekly targets listed on the Target bank at the end of the module. Children are involved in self-evaluation throughout the programme, having considered their own learning initially in the Limbering up sessions. At the end of each week they reflect on what they have learned, using the Target bank.
- The emphasis is on highlighting skills and knowledge which children can transfer to reading and writing across the curriculum.
- Teachers and teaching assistants also make notes about children's progress each week, using the *Planning / Review Sheets*, which can be found at the beginning of each weekly section. At the end of each module the teacher and the teaching assistant summarise their comments on the group, using the *Review Sheet*. This procedure can help to ensure effective communication.

Links with whole-class teaching

- The FLS programme provides additional opportunities for children to consolidate key literacy objectives. It is designed to run in addition to the literacy hour.
- Teachers are provided with notes each week to help them make links between their whole-class teaching and the work being done in the FLS group. Although the FLS group will be working at a different level, teachers should make opportunities to link into the whole-class sessions.
- Teachers can make more direct links where there is an overlap between the text focus for the literacy hour and the FLS materials, e.g. Module 2 – Fantastic Tales; Module 3 – Non-Chronological Reports.
- The FLS text focus and outcome are designed to stand alone rather than be directly linked to whole-class teaching. The main emphasis is on helping children to transfer what they are learning within their FLS group to their independent reading and writing.

Resources and preparation

- **Teacher's book** – The teacher's book contains:
 - an overview of the FLS programme;
 - screening and selection materials (including the Limbering up materials);
 - summaries for each module;
 - notes for the guided and independent sessions;
 - overview of the homework material;
 - relevant PCMs.
- **Teaching assistant's books** – There are three books, one for each module, each containing all the session notes and PCMs needed to deliver the module.
- **The FLS Book** – Each individual child's book contains the support materials for all modules, a Target plan for each module, blank sheets for writing and a Target bank to be used for tracking progress.
- **Homework** – There are optional supplementary homework tasks that are related to each module but are not essential to it. The homework material is on the accompanying CD-ROM.
- **CD-ROM** contains all material for the programme.