

Additional Training Modules

September 2020

Success for All is delighted to offer a selection of trainings, to further develop your staff's understanding and practice of the SfA programme.

The following staff meetings are available to all SfA schools, on request. Your Implementation Partner will be happy to book and provide these trainings. Most sessions would last about one hour.

If there are any SfA strategies on which you would like to receive training, and which have not been included below, please do ask. We are happy to respond to the needs of schools and can develop new training materials. A minimum lead-in time of 4 weeks is required.

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SMT1 - Co-operative Learning Refresher Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ This session provides a <i>short overview of Co-operative Learning, reviewing and discussing all the strategies</i> and providing a short Co-operative Learning activity so that staff can experience the benefits of the strategies personally. ▪ There is a clear <i>focus on why the strategies work</i>, discussing and addressing any issues with Co-operative Learning. ▪ Staff attending will also have an <i>opportunity to experience being taught a new skill using Co-operative Learning</i> strategies. This will enable them to better understand the impact on learning.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ This session is designed for SfA schools where a significant number of staff have not experienced Day 1 Co-operative Learning training. ▪ It provides an opportunity for staff to discuss, understand and experience Co-operative Learning so that they will know why each strategy is important and understand and foster the positive impact on learning and children’s engagement.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training can be used for new staff who have not received Day 1 Co-operative Learning Training. ▪ It is also suitable as a refresher for all staff.
<p>Links to other trainings</p>	<ul style="list-style-type: none"> ▪ This training should improve practice throughout SfA. High-quality Co-operative Learning is fundamental to the success of all strategies taught in SfA.

SMT2 - The Cycle of Effective Instruction and Assessment for Learning Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ The SfA teaching and learning model, The Cycle of Effective Instruction, is explicit that Assessment for Learning must be part of effective practice. ▪ The training explains the gradual changes in a lesson cycle starting with initial teacher modelling and explanation followed by the children actively engaging in peer teaching and then demonstrating individual mastery of the learning. This is the Cycle of Effective Instruction. ▪ This training is designed to build an understanding of how to use AfL in SfA. ▪ There is an opportunity for staff to reflect on how these strategies can be incorporated more effectively into their practice.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ SfA strategies are most effective when staff understand the implications of the Cycle of Effective Instruction and how to adapt details of the lesson plans to meet the specific learning needs of their children. ▪ This training aims to provide staff with the knowledge to use AfL to improve progress and attainment while staying faithful to the programme.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is appropriate for all staff.
<p>Links to other trainings</p>	<ul style="list-style-type: none"> ▪ Many SfA Staff Meetings and trainings focus on how to effectively use Assessment for Learning in SfA to maximise pupil progress. ▪ This training develops an understanding of the SfA teaching and learning process and provides general information on using AfL appropriately.

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ Phonics training for Roots/Wings. This is important when Wings staff teach clarifying skills and our spelling programme. ▪ Many children graduate to Wings from Roots without having mastered every phonic sound. This can have a significant negative impact on their ability to decode and understand Wings texts. As a result, some children fail to make progress.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ By providing basic phonics training the intention is that Wings staff will be able to incorporate Fasttrack Phonics sessions into their lessons, to address this issue, improving progress and attainment.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ Although this training is designed primarily to support Wings staff it can provide useful phonics training for Roots or EYFS staff. ▪ It is also suitable as a refresher for all staff.
<p>Links to other trainings</p>	<ul style="list-style-type: none"> ▪ Basic phonics skills are required by all Roots teachers and many Wings teachers. ▪ This training complements the Clarifying Skills training for Wings teachers as decoding is a fundamental skill for clarifying unfamiliar words.

SMT4 - Oral Language Development Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ This training highlights the comprehension challenges resulting from poor vocabulary. ▪ A range of strategies for effectively teaching vocabulary is introduced and discussed.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ Poor vocabulary is a major barrier to children understanding texts at all levels. ▪ This training outlines effective ways of teaching vocabulary in order to aid children in understanding what they read. ▪ Stages of vocabulary teaching include identifying target vocabulary, then explaining, exploring and consolidating vocabulary to ensure that children can not only understand, but also use the new words. ▪ The aim is to improve progress and attainment through improved comprehension and better use of vocabulary in writing, in SfA and the wider curriculum.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is appropriate for all members of staff because vocabulary should be explicitly taught throughout the school.
<p>Links to other trainings</p>	<ul style="list-style-type: none"> ▪ As the development of vocabulary is so fundamental to children having the skill and knowledge to comprehend text and information, this training links to all areas of SfA and learning throughout the wider curriculum.

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ This session covers a range of skills required for children to understand what they are reading and how these are explicitly taught in SfA lessons. ▪ Colleagues have the opportunity to consider the teaching of different aspects of Reading Comprehension including vocabulary development, summarising, fluency and also answering comprehension questions.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ This will give staff a focus on developing comprehension in reading lessons and emphasise the need to teach different aspects of comprehension. ▪ It will also highlight where aspects of comprehension are found and how they and should be taught in a consistent way in SfA lessons. ▪ The session also focuses on developing high-quality answers to comprehension questions.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is appropriate for all SfA staff as it will enable them to see how comprehension develops through the SfA components. These skills can be introduced to children at an appropriate level from Nursery to year 6.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ This training provides basic details of how vocabulary, summarising, fluency, and strategies for answering comprehension questions are important in developing reading skills. ▪ It provides an excellent introduction to these skills with more detailed training being provided for Fluency, Clarifying Skills, Oral Language Development, Question Type and Advanced Reading skills. Schools might choose to target these skills after introducing them with this training.

SMT6 - Goal and Target Setting Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ Goals are objectives that inspire those who set them to work to achieve something they want, they are motivational. ▪ A target is often a numerical measure that is a step towards achieving an objective. ▪ Understanding the difference between goals and targets is essential to effectively motivating and enabling children to set goals, achieve targets and to develop lifelong skills. ▪ The session includes opportunities for staff to identify ways of supporting children in their SfA group in effectively setting both goals and targets.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ As a result of this training, staff should be more confident and effective in using goals and targets to motivate children to work to master specific skills, so improving progress and attainment. ▪ Effective use of goals and targets is an important part of the application of Assessment for Learning in an SfA group and in the wider curriculum.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is appropriate for all members of staff.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ This training builds on the introduction of AfL in the session on the Cycle of Effective Instruction. ▪ It provides advice applicable to the development of skills developed throughout all aspects of SfA.

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ To introduce the four advanced reading skills of clarifying, summarising, questioning and prediction and explain how they are used to develop children’s deep inner voices as readers. ▪ The skills are explained and discussed in a way that enables staff to internalise their own use of the skills when reading. ▪ They are provided with a passage to read and understand how they use the skills themselves, as they may be unaware of this process that becomes second nature to experienced readers.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ The four advanced skills need to be explained to children as skills they should use to build their inner voice as readers. ▪ To really understand this process, staff need to understand how they themselves automatically use these skills when reading. ▪ As a result of the training, staff should be able to better support children in independently using these skills, improving progress and attainment.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ Although Wings staff explicitly teach these advanced reading skills, they should be modelled and introduced from EYFS onwards, so that children gradually come to understand how experienced readers build understanding. ▪ This training is suitable for all members of staff.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ This training introduces skills that are fundamental to understanding how to teach reading skills in Wings. It links to all other trainings for reading in Wings and Roots.

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ The training explains when fluency practise should take place in Roots and Wings. ▪ Effective use of the Fluency Rubric is discussed and modelled, with the aim of improving accuracy, expression and smoothness, which aid comprehension. ▪ The importance of using ‘Words Correct per Minute’ to help children to improve their reading speed is also discussed. Good reading speeds enable children to complete standardised tests in the allocated time. Increasing reading speed can be particularly effective in supporting children who may struggle to meet, or exceed national expectations in standardised tests. ▪ Staff will also have an opportunity to experience these strategies so they can internalise challenges children might experience.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ Fluency involves the skills of decoding accurately and smoothly, using expression and reading quickly, all of which have a significant impact on the reader’s understanding. ▪ In addition, the ability to read quickly is important if children are to succeed on standardised tests. Improving fluency is, therefore, a strategic way in which children can improve their comprehension scores.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is targeted at Roots and Wings teachers but is suitable for all members of staff because these skills should be introduced and modelled at a basic level by EYFS teachers.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ Fluency is a skill that is key for comprehension, so this training supports the development of comprehension, linking to all other trainings focused on improving understanding of a text.

SMT9 - Clarifying Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ This training introduces and discusses the strategies taught to children in <i>Savvy Reader units of Wings</i>. ▪ Staff will also have an opportunity to experience using these strategies, so they understand how they work from the perspective of a child.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ Clarifying is the process whereby readers stop when they do not understand what they have read and try to work it out. ▪ Children often continue to read, regardless of whether they have understood the text. The aim of this training is to ensure that children stop and understand what they have read, so improving progress and attainment in reading.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ Although this training is primarily aimed at Wings teachers, clarification strategies should be understood by staff working in all parts of the school. All staff would benefit from attending.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ Clarification is a key reading skill which children find challenging. This training complements other trainings focusing on skills that develop comprehension.

SMT10 - Question Types Staff Meeting

Summary of Content	<ul style="list-style-type: none"> ▪ This training introduces the three SfA Question Types used to support the answering of comprehension questions in Wings. ▪ Barriers to comprehension and how to use AfL to inform planning are discussed. There is a focus on making sure that children understand how to use the strategies required by each question type. ▪ A short comprehension exercise is included in the training to enable staff to understand the use of the strategies from a pupil's perspective.
How will this benefit staff?	<ul style="list-style-type: none"> ▪ The session should enable staff to effectively use Assessment for Learning to confidently adjust lessons so that children make significant progress and answer comprehension questions more accurately, so achieving higher scores.
Who should attend?	<ul style="list-style-type: none"> ▪ Although primarily aimed at staff teaching Roots Purple Stories and Wings, the strategy of returning to the text to find evidence to support answers should be introduced to children of all ages. This training is therefore appropriate for all members of staff.
Links to other training	<ul style="list-style-type: none"> ▪ Identifying and using Question Types as a means of supporting comprehension complements other comprehension skills.

SMT11 - Grammar in SfA Writing Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ This session enables schools to reflect on their current teaching of grammar and evaluate the needs of the pupils so that there can be a whole-school approach to improving grammar skills in the writing elements of SfA. ▪ Colleagues will also have an opportunity to share practice, support each other and learn about grammar teaching in components they have not yet taught.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ This will ensure that all staff understand that grammar skills should be consistently taught in all components and that skills need to be introduced progressively. ▪ It will also encourage staff to make appropriate adaptations to lesson plans to ensure children's needs are met, improving sentence construction in spoken language and progress and attainment in writing.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is appropriate for all members of staff because grammar should be explicitly taught throughout the school. It will also enable colleagues to be aware of the progressive nature of the programme.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ the code contained in punctuation and grammar is important in developing comprehension as well as writing skills.

SMT12 - Teaching Non-Fiction Text Structures to Improve Comprehension Staff Meeting

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ Five non-fiction text structures are introduced; main idea and supporting idea; sequence; cause and effect; compare and contrast; and problem and solution. ▪ The training highlights the ‘signal words’ and question types that are typically used with each text type. This enables the reader to identify the text type and, initially scaffolded by using specially adapted Graphic Organisers, to identify the main ideas and effectively answer questions.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ Non-fiction texts present a specific challenge to both staff and children. This training is aimed at improving children’s comprehension skills through the strategy of identifying non-fiction text types. ▪ The session is designed to develop an understanding of the crucial role customised graphic organisers play in scaffolding reading comprehension. ▪ The aim is to improve progress and attainment by improving comprehension of non-fiction texts.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ This training is most suitable for Wings staff.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ By providing strategies for identifying and understanding non-fiction text structures this training complements strategies introduced in other trainings focused on improving comprehension.

<p>Summary of Content</p>	<ul style="list-style-type: none"> ▪ Many readers construct mind movies of situations, or information, described by the author as they read a text. This is an important aid to comprehension. The training involves a discussion of how children can be actively encouraged to construct mind movies to aid comprehension. ▪ It follows that when writing, children can be encouraged to visualise a mind movie before they write. This will enable them to enrich their writing with adjectives, adverbs and other details. ▪ Children in Wings regularly write meaningful sentences. This training is designed to demonstrate the usefulness of mind movies in supporting this activity and the importance of encouraging children to transfer their skill in writing such sentences to wider writing activities.
<p>How will this benefit staff?</p>	<ul style="list-style-type: none"> ▪ This training should enable staff to effectively use mind movies to improve comprehension and writing skills, so improving progress and attainment.
<p>Who should attend?</p>	<ul style="list-style-type: none"> ▪ Mind Movies can be used at any level to support comprehension and writing, so this training is suitable for all staff.
<p>Links to other training</p>	<ul style="list-style-type: none"> ▪ This training complements other trainings that develop comprehension and writing skills.