



The Education Endowment Foundation (EEF) has recently published a series of reports on the importance of literacy in Early Years Foundation Stage (EYFS). The latest report - Preparing for Literacy - focuses on the effective teaching of communication, language and literacy to children between the ages of 3 and 5

Success for All and the EEF have a long-standing partnership and we have worked together on several studies demonstrating the effectiveness of the SFA curriculum in schools. We share the common aim that the most important thing a school can do for their pupils – and for society – is to teach them to read and write well, and this starts in Early Years.

Success for All has been delivering effective Evidence based Improvement since 1986 and we have always been able to demonstrate how our support is 'best practice' and conforms with guidance and advice. The attached image maps the coverage of our early years programmes - Curiosity and Kinder Corner - to the latest EEF guidance on 'Preparing for Literacy'.

To find out more about how we can support the improvement of your school, contact: info@successforall.org.uk www.successforall.org.uk

1

Prioritise the development of communication and language



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.

Adults have a vital role to play in modelling effective language and communication.

Co-operative Learning is used throughout the day, so all children have the opportunity to answer every question. Sentence stems help children to speak in sentences and Theme-linked target vocabulary is taught daily and reinforced in Continuous Provision activities.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

KinderRoots and Story Tree lessons extend children's vocabulary through daily exposure to varied stories.

2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Early reading and conventions of print are developed through a wide range of daily theme-based activities including Rhyme Time, Story Tree, structured phonics lessons and the KinderRoots reading programme.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are beneficial.

Sounds Steps and Rhyme Time seek to develop children's initial phonological awareness.

3

Develop children's capability and motivation to write



Writing is physically and intellectually demanding. Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

A daily whole-class writing session enables the teacher to progressively model and develop basic writing skills, which children practise. This is supported by focused writing sessions in ability groups and meaningful writing tasks embedded in continuous provision activities.

Letter formation is taught during phonics sessions.

4

Embed opportunities to develop self-regulation



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

Co-operative Learning skills are taught from the very first day of term, and are designed to give children the foundation to function in a social setting and cooperate with others.

The five Co-operative Learning Behaviours form the basis for staff to model expected behaviour, with a focus on developing behaviour for learning (meta-cognitive skills) rather than simply 'behaving well'.

5

Support parents to understand how to help their children learn



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy. Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading with children as soon as they can

The KinderRoots programme has weekly books that children can take home to read with their parents. Each book contains a QR code that when scanned with a smart phone reveals an oral reading of the story by an SFA Implementation Partner, along with a suite of tutorial videos designed to assist parents with reading to their child at home.

- running workshops showing parents how to read and talk about books with their children effectively.

SFA provides workshops for parents' evenings, where training is provided by an SFA IP in home reading.

6

Use high quality assessment to ensure all children make good progress



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that children who are struggling receive the right type of support; and time is used efficiently by avoiding rehearsing skills or content that children already know well.

Although all planning is provided by SFA in EYFS, teachers are expected to adjust the details to ensure that they meet the learning needs of their class.

Use assessments to inform, not replace, professional judgement and monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

Regular phonics screening is used alongside teacher judgement to inform the differentiated groups for the KinderRoots reading programme. Children are reassessed every fortnight and moved if necessary to ensure they receive the right type of support.

7

Use high quality targeted support to help struggling children



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;

The focus for all support is determined by the learning needs of the children. Tasks are differentiated by ability with class teachers taking the most critical groups.

- adults have been trained to deliver the activity being used;

SFA provides high quality training and modelling for all activities within our programme.

- the approach is evidence-based and has been evaluated elsewhere.

SFA has been subjected to hundreds of studies and critical evaluations. Please see our website for more info.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.