FFT WAVE 3

FISCHER
FAMILY TRUST

FISCHER EDUCATION PROJECT LTD

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The Report is based on data and reports submitted by:
Birmingham, Bradford, Devon, Leeds, Liverpool, Redcar and Cleveland, Sandwell, Sheffield and Tameside
Standards and Guidelines for the Implementation of Fischer Family Trust Wave 3 (Starfish Project)

These guidelines state minimum requirements to ensure the successful implementation of Fischer Family Trust Wave 3 (FFT Wave 3).

Section 1 Background

Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children who have difficulties learning to read and write. The aim is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class/group teaching. It is designed to be delivered by an experienced teaching assistant (TA), under the guidance of a Reading Recovery teacher or a literacy coordinator/class teacher who has been trained in the programme. The term teaching assistant (TA) is used as a generic term referring to support staff working under the guidance of a teacher.

LAYERS OF INTERVENTION: Where does FFFT Wave 3 fit?

FFT Wave 3 is designed primarily for children in Year 1, working at or below National Curriculum Level 1 and unable to access a scripted group intervention. It is also successful for children in Years 2/3. This daily 15-20 minute programme, reading one day, writing the next, is tailored to meet the needs of the individual. Children’s programmes last between 10 and 20 weeks, depending on the child’s need.

Which is the most appropriate Literacy Intervention for your needs?

The table allows you to compare the aims and approaches of different interventions: Reading Recovery, FFT Wave 3 and the Better Reading Partnership. Schools and LAs will make choices about which to adopt or promote given the specific needs of the children and the resources available to them.

<table>
<thead>
<tr>
<th></th>
<th>Reading Recovery</th>
<th>FFT Wave 3</th>
<th>Better Reading Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>Children accelerate to within the average band of the class. (Average gains 7/8 APS)</td>
<td>Children accelerate to being able to access a group intervention or minimum. Average gains 4 /5 APS</td>
<td>Children accelerate reading performance with average gain 6-9mths in reading age</td>
</tr>
</tbody>
</table>
### Delivery

<table>
<thead>
<tr>
<th>Daily, one to one with a trained teacher</th>
<th>Daily one to one with trained TA1 overseen by trained teacher</th>
<th>3 sessions a week with trained TA or volunteer overseen by trained teacher-co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minute lessons</td>
<td>15-20 minute lessons over 10-20 weeks</td>
<td>15-20 minute lessons over 10 weeks</td>
</tr>
<tr>
<td>12-20 weeks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Training

<table>
<thead>
<tr>
<th>One year’s training (1/2 day fortnightly)</th>
<th>3 days initial training</th>
<th>2 days for school based TAs/1 day for volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued Professional Development after initial year</td>
<td>Continued Professional Development whilst running the programme</td>
<td>Co-ordinator to attend 2nd day or both days</td>
</tr>
<tr>
<td>One day Assessment training for a Link teacher from the school</td>
<td>Class teacher/ SENCO trained with TA</td>
<td></td>
</tr>
</tbody>
</table>

### Target pupils

<table>
<thead>
<tr>
<th>Y1 /2 pupils aged between 5.9 - 6.3</th>
<th>Y1 - Y4 (working at P7 / low Level 1)</th>
<th>Y1 - Y9</th>
</tr>
</thead>
<tbody>
<tr>
<td>RR teacher works with minimum 4</td>
<td>Number depends on time available</td>
<td>Minimum level Book Band 3</td>
</tr>
<tr>
<td>Lowest achievers (lowest 7%)</td>
<td>FFT takes next children (Lowest 15%)</td>
<td>Volunteers to work with KS2/3 only</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Pre and post assessment through Marie Clay’s Observation Survey</th>
<th>Assessment from (Some RR schools use the Observation Survey)</th>
<th>Pre and post assessment - standardised reading test (recommend YARC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going Assessment for learning through teacher's daily record and daily running record analysis</td>
<td>On-going Assessment for learning through TAs daily record and weekly running record analysis</td>
<td>On-going Assessment for learning through teacher's record and running record analysis</td>
</tr>
</tbody>
</table>

### Lesson Structure 2

<table>
<thead>
<tr>
<th>Reading and writing in one lesson</th>
<th>Rolling programme of a Reading day then a Writing Day</th>
<th>Reading practice on familiar texts; 2nd reading of new text for assessment; introduction of new text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses letter, word, sentence and text level objectives</td>
<td>Addresses letter, word, sentence and text level objectives</td>
<td>Focus on efficiency, fluency, pace and understanding in reading</td>
</tr>
</tbody>
</table>

### Parents

<table>
<thead>
<tr>
<th>Informed about the programme</th>
<th>Informed about the programme</th>
<th>Informed about the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give permission</td>
<td>Give permission</td>
<td>Give permission</td>
</tr>
<tr>
<td>Involved in on-going discussions of child’s progress</td>
<td>Engaged in take home activities</td>
<td>Involved in supporting their child by listening to them read at home</td>
</tr>
<tr>
<td>Engaged in take home activities</td>
<td>Parent pack of activities is available</td>
<td></td>
</tr>
</tbody>
</table>

### Section 2: Structure of FFT Wave 3 Programme
The programme consists of daily sessions in a rolling programme of a reading day, writing day, reading day, writing day etc.

On the Reading Day the child:
1. Re-reads a familiar book (4/5 mins)
2. Carries out three fast letter-work activities (3 mins)
3. Reads a new book following a book introduction (8 mins)
4. Reconstructs a cut up sentence from the book (2 mins)
5. Learns a new word from the book (2 mins)

On the Writing Day the child:
1. Re-reads yesterday's new book - the adult takes a running record once a week (5 mins)
2. Revises word(s) previously learnt (2 mins)
3. Composes and writes a sentence based on a picture or stimulus from the book (7/8 mins)
4. Reconstructs a cut up sentence taken from the written sentence (2 mins)
5. Learns a spelling from the writing just completed (2 mins)

Section 3: Training

Training for Trainers who wish to deliver FFT Wave 3 in their own local areas

- Trainers must have experience and credibility as trainers in early literacy or special needs.
- Trainers who do not have a background in Reading Recovery attend a three day training session. Reading Recovery Teacher Leaders attend two days.
- Training enables the trainer to train teachers and TAs to use the programme in school.
- All trainers must purchase a Trainer File.
- Trainers can only offer training within their own local authority or consortium unless accredited for a wider training role.
- Trainers should experience using the assessments and delivering the programme, before delivering their own training.
- Trainers must be prepared for a national FFT trainer to observe them delivering training.
- Trainers must deliver the training as stated, within one year.
- Trainers must submit data and an evaluation of the impact of the programme to FFT Literacy Support Project Ltd.
- Trainers should attend an up-date session every two years.

Training for Teaching Assistants (TAs) and teachers

- TAs attending training and running the programme must be experienced in working with Guided Reading, a small group intervention, Better Reading Partnership or similar programme.
- The TA and the Class teacher must attend a three day training course and purchase the Teaching File.
- Tasks will be set and must be completed between each session.
- In order to maintain an effective high quality implementation, TAs must attend a minimum of one half-day professional development per term.
- Observations of lessons and discussions of children's progress contribute to professional development. TAs should be observed, at least once a term by someone trained in the programme.

Section 4: Area based management of FFT

The most effective implementations occur where several practitioners are trained as trainers, working as a team, to monitor and support schools, carry out lesson observations and offer additional training sessions.

- Identify personnel with appropriate experience in KS1 or in special educational needs to be trained as trainers and to take a management lead.
- Acknowledge the role of FFT Wave 3 within a layered approach to interventions, by ensuring that links between personnel and interventions are in place.
- Facilitate the three day teacher/TA training, follow-up sessions and school observations.
- Ensure that Head teachers have full information about the commitment needed to successfully implement the programme, **before attending training**. (Meetings are more effective than letters.)
• Gather data to evaluate the effectiveness across schools.
• Submit data to Fischer Family Trust, Literacy Support Project Ltd, Letchworth.

Section 5: The role of the trainer

Trainers are accredited to work in their own local area/authority/consortium. They may not offer training nationally.

• Attend an initial 3 day training plus one up-date session every two years.
• Deliver the training programme within the recommended guidelines.
• Be fully cognisant with running records.
• Ensure that every TA attending training has the support of a Reading Recovery teacher or a teacher trained in FFT Wave 3.
• Have practical experience of delivering the assessments and some sessions.
• Support schools through school visits and a minimum of one observation in the first ten weeks.
• Run at least one additional professional development for TAs.
• Support schools through monitoring and evaluating implementations through both qualitative and quantitative information.
• Promote FFT Wave 3 within the area/consortium.
• Gather and analyse data in relation to expectations from the programme.

Section 6: School based management

• Embed FFT Wave 3 in a whole school approach to interventions.
• Schools with a Reading Recovery teacher need to have a clear view of which pupils should access Reading Recovery and which FFT Wave 3.
• Identify an experienced, effective TA to deliver the intervention. Experienced = has worked successfully with a group intervention or with Better Reading Partnership or with Guided Reading groups.
• Ensure the Class teacher, literacy coordinator or SENCO trains with the TA.
• Ensure appropriate support and guidance is in place for the TA.
• Ensure adequate resources for delivering the programme, as listed in the file - book provision, magnetic letters etc.
• Safeguard a daily time and if possible a consistent place for the TA to work - this can be inside or outside a classroom.
• Enable time for the TA and teacher to meet weekly.
• Provide preparation time for the TA.
• Allocate time for the FFT trained teacher to observe the TA.
• Inform and include parents. Parents should sign a consent form indicating that they support the child's inclusion in the programme.
• Gather qualitative and quantitative data to assess impact of the programme. (Guidelines are in the file.)
• Submit data to the trainer.
• Build capacity through access to acknowledged FFT training. Cascade training is not effective.

Section 7: The role of the Teaching Assistant

• Attend 3 - day training with a teacher.
• Assess children before and after the intervention.
• Share data with the class teacher.
• Adhere to the structure and pedagogy of the programme.
• Teach each child **every day** for 15-20 minutes.
• Keep a register of the child's attendance at each session.
• Keep short lesson notes of children's progress.
• Complete record sheets.
• Liaise with the Class teacher to identify objectives and make decisions about moving through the book levels.
• Keep teacher informed of progress and difficulties.
• Attend additional FFT Wave 3 training sessions.

Section 8: The role of the teacher

(Class teacher trained with the TA or the Reading Recovery teacher)

• Attend the 3 - day training.
• Select children for the initial diagnostic assessments.
• Support the TA during assessment and work together to complete the assessment summary sheet.
• Safeguard the appropriate time slots for delivery and preparation.
• Meet with the TA weekly.
• Support the analysis of running records, as required.
• Keep up with the child's accelerated learning e.g. ensure that books used in Guided Reading reflect the level the child is working at in FFT Wave 3.
• Support child's progress in writing by encouraging the use of new knowledge in class/group tasks.
• Make daily writing tasks accessible to the children in the programme.
• Maintain links with SENCO and ensure assessment information is updated and used to inform IEPs.
• Support decisions about moving through book levels and identifying objectives.
• Agree exit strategies.
• Observe one session each half term to maintain quality of teaching and learning for both teacher and TA.
• Gather data to monitor the effectiveness of the programme within the school.
• Submit data to the trainer.