




Focus Priority 2	<b>Explicit teaching of reading and writing skills, using a wide range of texts, grammatical structures and vocabulary will enable children to read and write with a level of automaticity which in turn enhances their progress and attainment across the English curriculum. (YR to Y6)</b>
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted Areas of improvement cross reference Section 5 December 2016:</p> <p>TLA &amp; O: 1, 2, 3 and 4 B: 1 EY: 1</p>	<p>Children will be able to talk about their reading and writing identifying their strengths and what they need to improve. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up. Children will demonstrate phonic and comprehensions skills, according to their age and stage. Children will receive explicit teaching in reading with a focus on developing an understanding of the meaning of vocabulary and the text as a whole; comprehension strategies including effective information retrieval and understanding of inference.</p> <p>The teaching and learning of reading will follow a whole class approach moving towards mastery reading. Reading will be taught discreetly each day, but will also feature heavily as a context for developing the children's writing.</p> <p>Children will develop writing strategies focusing on improving handwriting, spelling and punctuation skills to a level of automaticity, which will then enable children to prioritise their use of grammar and ambitious vocabulary to communicate effectively with the reader. Grammar, handwriting and spelling will also be taught discreetly in addition to their development within the English lesson.</p> <p>Children will be given opportunities to develop and demonstrate their reading and writing skills across the curriculum.</p>

Targets						Success criteria
<p>Colour coding: December targets for ARE. <b>Green</b> is within 5/6% of the target, <b>orange</b> is 7%+ below target. Y2 and Y6 don't have Educator targets for attainment.</p>						<ul style="list-style-type: none"> <li> Children will be able to talk about their reading and writing identifying their strengths and what they need to improve (SC1)</li> <li> Children will all make expected progress in reading and writing this year, some will make more than expected progress (SC2)</li> <li> Children will demonstrate phonic and comprehension skills, according to their age and stage because of well-planned learning experiences (SC3)</li> </ul>
READING	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019	
Y 1	63% (3%)	67% (7%)	Target 63% (3%) <b>Actual 60% (4%)</b>	Target 65% (6%) Actual	Target 67% (7%)	
Y 3	68% (10%)	72% (12%)	Target 68% (10%) <b>Actual 67%</b>	Target 70% (10%) Actual	Target 72% (12%)	
Y 4	49% (12%)	65% (14%)	Target 55% (12%) <b>Actual 50%</b>	Target 60% (12%) Actual	Target 65% (14%)	
Y 5	57% (9%)	72% (14%)	Target 64% (9%) <b>Actual 57%</b>	Target 69% (12%) Actual	Target 72% (14%)	

**PiXL Autumn reading test analysis shows that 49% of year 3 children, 42% of year 4 children and 60% of year 5 children are achieving at least 50% of the expected end of year pass mark.**

**For the year 4 cohort, this shows an improvement of 23% on their attainment in the end of year 3 test. For the year 5 cohort, this shows an improvement of 36% on their previous end of year test.**

Key years 2-6: **0.0 to 0.4 inadequate** **0.5 to 0.7 RI** **0.8 to 1.2 Good** **1.3+ outstanding**

Educator Progress Reading	Y1	Y2	Y3	Y4	Y5	Y6
December 2018	December 45% on track for expected progress	Target 1 Actual <b>0.7</b>	Target 1 Actual <b>0.9</b>	Target 1 Actual <b>1.0</b>	Target 1 Actual <b>1.0</b>	Target 1 Actual <b>1.4</b>
April 2018		Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual
July 2018		Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual

Pupils will be tracked and assessed using RWInc phonics. Phonic assessments will take place at least half termly, with pupils being regrouped. Pupils who do not make expected progress will be targeted for additional intervention, including 1 to 1 phonics.

PHONICS	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019
Y 1	EYFS Reading ELG at EXP+ = 62%	75% to achieve phonics pass	Target: 40% Actual: <b>47%</b> RWInc progress expectations	Target: 60% Actual:	Target: 75% Actual
Y 2	Year 1 76% achieved phonics pass	95% to achieve phonics pass	Target: 80% Actual: <b>82%</b> 22% (+45%) RWInc progress expectations	Target: 85% Actual:	Target: 95% Actual

**47% of year one children are working at or above RWInc expectations for a year one child at this point in the year.**

**82% of year one children have attained a position in their RWInc groups to pass the year one phonic screening check. 22% of year two children are working at or above RWInc expectations for a year two child at this point in the year with 45% working slightly below this.**

Pupils will be tracked using prior attainment information to ensure progress is maximised. Some year 2 pupils will be targeted to move from eyfs emerging to year 2 expected in line with national average. KS2 pupils will be tracked to ensure they are making at least expected progress from KS1 outcomes.

- 🎯 Children will be able to communicate in writing effectively using correct letter formation, their phonic knowledge and grammatical understanding and a wide vocabulary (SC4)
- 🎯 Children who are falling behind will be targeted for intervention to accelerate progress (SC5)
- 🎯 Children will be able to demonstrate their comprehension and written skills through well-planned learning (SC6)
- 🎯 Children in year 6 narrow the gap to national in the key areas identified – ASP QLA - for GPS and reading (SC7)

READING	Baseline attainment	Target attainment July 2019	Dec 18	Jan / Feb 19	Apr 19	July 19
Y2 (TA)	2017 EYFS Reading pupils EXP+= 62% GDS=0%	EXP+ = 70%  GDS =10 %	Target ARE+: 60% Actual ARE+: 58%	N/A	Target ARE+: 65% Actual:	Target EXP+: 70% Actual:
			Target GDS:0% Actual:		Target GDS:5% Actual:	Target GDS: 10% Actual:
Y6 (TE ST)	KS1 APS/FFT starting point has been used to forecast targets	EXP+ = 70%  GDS = 15%	Target:35 % Actual: 42%	Target:50 % Actual:	Target:65 % Actual:	Target: 70% Actual:
			Target GDS:0% Actual: 6%	Target GDS:5% Actual:	Target GDS:10% Actual:	Target GDS: 15% Actual:

Reception pupils will be baselined following school procedures. Pupils will be given targets for progress in line with VPA expectations:

4 steps – VPA minimum expected progress

5 steps – VPA good progress

6+ steps – VAP rapid progress

READING	Baseline attainment October 2018 59 pupils	Target attainment July 2019	December 2018 (target) 59 pupils	March 2019 (target)	July 2019 (target)
% children at age bands for reading	22-36 - 27% 30-50 – 71% 40-60 – 2%	ELG – 62% ELG Exc – 5%	22-36 – 5% (5 % target) 30-50 – 64% (65% target) 40-60 – 31% (30% target)	30-50 – (25% target) 40-60 – (65% target) ELG – (10% target)	ELG – (62% target) ELG Exc – (5% target)

Colour coding: December targets for ARE. Green is within 5/6% of the target, orange is 7%+ below target. Y2 and Y6 don't have Educator targets for attainment.

WRITING	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019
Y 1	60% (2%)	67% (5%)	Target 63% (2%) Actual 63%	Target 65% (5%) Actual	Target 67% (5%)
Y 3	63% (0%)	68% (10%)	Target 63% (0%) Actual 59%	Target 66% (5%) Actual	Target 68% (10%)
Y 4	53% (10%)	66% (11%)	Target 56% (10%) Actual 50%	Target 59% (10%) Actual	Target 66% (11%)

<b>Y5</b>	47% (3%)	58% (10%)	Target 50% (5%) Actual <b>45%</b>	Target 55% (9%) Actual	Target 58% (10%) Actual
-----------	----------	-----------	--------------------------------------	---------------------------	----------------------------

**PiXL Autumn GPS test analysis shows that 81% of year 3 children, 61% of year 4 children and 51% of year 5 children are achieving at least 50% of the expected end of year pass mark.**

**For the year 4 cohort, this shows only a slight improvement of 1% on their attainment in the end of year 3 test. For the year 5 cohort, this shows an improvement of 6% on their previous end of year test.**

Key years 2-6: **0.0 to 0.4 inadequate 0.5 to 0.7 RI 0.8 to 1.2 Good 1.3+ outstanding**

Educator Progress Writing	Y1	Y2	Y3	Y4	Y5	Y6
<b>December 2018</b>	<b>December 79% on track for expected progress</b>	Target 1 Actual <b>0.7</b>	Target 1 Actual <b>1.0</b>	Target 1 Actual <b>1.0</b>	Target 1 Actual <b>0.8</b>	Target 1 Actual <b>1.3</b>
<b>April 2018</b>		Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual
<b>July 2018</b>		Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual

#### **RWInc Progress during Autumn terms**

**year 1: 79% of children moved to a new group (46/58)**

**year 2: 93% of children moved to a new group (56/60 incl. 2 new to country)**

**year 3: 87% of children moved to a new group (20/23 plus 3 new to country)**

**year 4: 82% of children moved to a new group (14/17 plus 3 new to country)**

<b>WRITING</b>	<b>Baseline attainment</b>	<b>Target attainment July 2019</b>	<b>Dec 18</b>	<b>Jan/Feb 19</b>	<b>Apr 19</b>	<b>July 19</b>
<b>Y2 (TA)</b>	2017 EYFS EXP+= 60% GDS= 0%	EXP+ = 65%  GDS = 10%	Target ARE+:55% Actual ARE+: <b>51%</b>	N/A	Target ARE+:60% Actual ARE+:	EXP+: 65% Actual:
			Target GDS:0% Actual:	N/A	Target GDS:6% Actual:	Target GDS:10% Actual:
<b>Y6 (TA)</b>	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75%  GDS = 12%	Target ARE+:70% Actual ARE+: <b>75%</b>	Target ARE+: 70% Actual ARE+:	Target ARE+:70% Actual ARE+:	Target: 75% Actual:
			Target GDS:0% Actual:	Target GDS:2% Actual:	Target GDS:5% Actual:	Target GDS:12% Actual:
<b>Y6 GPS (test)</b>	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75%  GDS = 20%	Target:40% Actual: <b>50%</b>	Target:50% Actual:	Target:65% Actual:	Target: 75% Actual:
			Target GDS:0% Actual: <b>8%</b>	Target GDS:4% Actual:	Target GDS:12% Actual:	Target GDS:20% Actual:

WRITING	Baseline attainment October 2018 59 pupils	Target attainment July 2019	December 2018 (target) 59 pupils	March 2019 (target)	July 2019 (target)
% children at age bands for writing	16-26 - 2% 22-36 -32% 30-50 -64% 40-60 - 2%	ELG – 65% ELG Exc – 5%	22-36 – 3% (10% target) 30-50 – 39% (50% target) 40-60 – 58% (40% target) ELG – 0% (% target)	30-50 – (30% target) 40-60 – (55% target) ELG – (15% target)	ELG – (65% target) ELG Exc – (5% target)
Key People		Funding & Resources			
<p><b>Sarah Whiteman</b> – English Improvement lead, PiXL and Reception / KS1 lead</p> <p>Jane Wall – Pupil premium champion nad KS2 lead</p> <p>Jo Costanzo – PiXL and year 5/6 lead</p> <p>Ian Pearson– Inclusion Manager</p> <p>Hayley Scargill – Principal</p>		<ul style="list-style-type: none"> <li>Continued investment in training for RWInc</li> <li>Resources for RWInc phonic, L&amp;L and Spelling</li> <li>Investment in PiXL membership</li> <li>Quality reading resources</li> </ul> <p>Budget for reading to be agreed and amounts will be added</p>			

Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Scrutiny of planning (L&L, Freshstart, Grammar, Spelling, Phonics/Get Writing! and Reading) to ensure correct structures in place for the teaching of English (SC3) (SC4) (SC6)	MSW	HS	Autumn Spring Summer	03.09.18 11.10.18
Expectations for use of working walls, pocket chart and spelling chart etc displays, linked texts and suggestions for wider reading are shared and in place in all classrooms, monitored and feedback given (SC2) (SC4)	MSW	HS	Autumn Spring Summer	03.09.18 10.09.18 11.10.18 20.11.18
Monitor children’s practice letter formation and handwriting to ensure it occurs daily (SC4) (SC6)	MSW	HS	Autumn Spring Summer	03.09.18 14.09.18 19.11.18
Ensure timetabled teaching of spelling patterns and irregular words through RWInc Spelling lessons and TLIF Speedy Spellings fast learning occur daily in KS2 (SC4)	MSW	HS	Autumn Spring Summer	03.09.18
Monitoring to ensure daily whole class reading sessions explicitly teach reading decoding and comprehension skills through modelled reading of a shared quality text, TOL and adult demonstration of “what a good reader does”. Feedback given to individuals for follow up as required. (SC3) (SC5)	MSW	HS	Autumn Spring Summer	
Monitor TLIF fast learning strategies implicit in RWInc phonics and Story book lessons to ensure children are taught to decode and encode words effortlessly, to read for understanding and with expression and to orally compose and write ever increasingly complex sentences (SC1) (SC2)	MSW	HS	Autumn Spring Summer	6/7.09.18

Monitor Literacy and Language teaching to ensure children are able to read texts fluently and with understanding; build ideas, vocabulary and organisation within their writing through carefully structured development and modelling (SC3) (SC4) (SC6)	MSW	HS	Autumn Spring Summer	September
Formalise and improve strategies for engaging parents with the English curriculum - learning journeys, home reading diaries, Reception Stay and Read sessions and English home learning activities extend opportunities for the development of English and consolidation of skills in the home learning environment (SC2) (SC3) (SC5)	LE	HS	Autumn Spring Summer	September
School procedures for the collection of evidence of attainment in English is revisited and agreed for the coming year (SC2) (SC5)	MSW	HS	Autumn	
Implement new assessment system. Training in September and follow up training termly (SC2) (SC5)	HS	RH	Autumn Spring Summer	
Moderation of reading and writing judgements, internally and with HAT schools (SC2)	MSW	HS	Autumn Spring Summer	19.11.18
Training in use of assessment / evidence to make final termly judgements and analysis of data (SC2) (SC5)	HS	RH	Autumn Spring Summer	
Training in use of data to select pupils for accelerated progress and intervention using pixl materials and TLIF Achievement team meetings (SC2) (SC5)	HS	RH	Autumn Spring Summer	

Identify pupils and groups of pupils who are falling behind and target them for interventions, formally after each data drop, but continuously following any concerns raised through lesson observation, monitoring etc. (SC2) (SC5)	MSW	IP JW LE	terms 1-6	termly
Pupils in vulnerable groups tracked carefully and as distinct groups to ensure any issues can be tackled quickly, teachers to be aware of which groups are most vulnerable for their class (PPG, SEND, EAL, other groups as noted in cohort profiles) (SC2) (SC5)	MSW	IP JW LE	terms 1-6	termly
Monitor the explicit teaching of sight vocabulary and spellings from NC PoS and learning tracked (SC6)	MSW	IP	terms 1-6	
Monitor to check that English join in and 1:1 feedback and coaching is successfully acted upon and implemented for both reading and writing activities (SC2) (SC3) (SC4) (SC5)	MSW	HS	<u>on-going</u>	weekly
Class teachers actively share the progress, support and next steps made with children in all RWInc groups offering constructive feedback and support to group leaders (SC2) (SC3) (SC4) (SC5)	MSW	HS	terms 1-6	
RWInc training for new staff as appropriate (SC2) (SC3) (SC4)	MSW	HS	<u>on-going</u>	on-going 5/6.02.19
Monitor the use of RWInc throughout the day and 1:1 catch up interventions to ensure children progress in their GPC learning to develop accurate decoding skills (SC2) (SC3) (SC5)	MSW	IP	terms 1-6	on-going
Library books and b.w. paper story books go home daily / weekly (SC2) (SC3)	MSW	HS	terms 1-6	on-going
Use phonics decoding assessments (accuracy) and story book (fluency) assessments monitor progress and regroup children regularly (SC2) (SC3) (SC5)	MSW	IP	terms 1-6	Sept. Nov./Dec.

Reading, writing, spelling and grammar progress tests and completed trackers identify learning and progress and feedback into the planning process (SC2) (SC3) (SC4) (SC5)	MSW	HS	terms 1-6	
Monitor the outcomes of strategies implemented to improve pupil outcomes in Year 6 reading in the areas identified by ASP QLA: building reading stamina, regular poetry coverage, prioritising foundational learning and increasing vocabulary (SC7) (SC1) (SC2) (SC5)	JC	MSW	to coincide with mock sats	
Monitor the outcomes of strategies implemented to improve pupil outcomes in Year 6 GPS in the areas identified by ASP QLA: the expectation that questions are read aloud for the children; continuous structured vocabulary development; adaptation of our approach to grammar teaching in year 6 (SC7) (SC1) (SC2) (SC4) (SC5)	JC	MSW	to coincide with mock sats	

### Evaluation:

\*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up with be agreed.

### December Review

#### Evidence

- 🎯 **Children will be able to talk about their reading and writing identifying their strengths and what they need to improve (SC1)**
- 🎯 **Children will all make expected progress in reading and writing this year, some will make more than expected progress (SC2)**
- 🎯 **Children will demonstrate phonic and comprehension skills, according to their age and stage because of well-planned learning experiences (SC3)**
- 🎯 **Children will be able to communicate in writing effectively using correct letter formation, their phonic knowledge and grammatical understanding and a wide vocabulary (SC4)**
- 🎯 **Children who are falling behind will be targeted for intervention to accelerate progress (SC5)**
- 🎯 **Children will be able to demonstrate their comprehension and written skills through well-planned learning (SC6)**
- 🎯 **Children in year 6 narrow the gap to national in the key areas identified – ASP QLA - for GPS and reading (SC7)**

**Scrutiny of planning (L&L, Freshstart, Grammar, Spelling, Phonics/Get Writing! and Reading) to ensure correct structures in place for the teaching of English (SC3) (SC4) (SC6)**

Staff training revisited and re-established expectations for English planning. All year groups' planning includes discrete teaching and learning for grammar, spelling and reading including RWInc spelling and Speedy Spellings in years 3 to 6 in addition to daily planning for English lessons in the form of RWinc Speed Sounds and Story book planning and Literacy and Language planning. Formal monitoring of English planning and work in books will be taking place in term 3.

#### Examples of planning

**Expectations for use of working walls, pocket chart and spelling chart etc displays, linked texts and suggestions for wider reading are shared and in place in all classrooms, monitored and feedback given (SC2) (SC4)**

Clear expectations for use of working walls, pocket / spelling charts, linked texts and suggestions for wider reading shared in staff training. Autumn 1 learning walk gave team feedback which was discussed in team meetings and led to follow up mini action plans.

Early November's learning walk feedback focussed explicitly on English Working Wall displays to all teachers in KS2. Monitoring led to feedback to individual teachers and these actions were followed up after further monitoring in term three with group discussions in team meetings led by assistant principals and teams working together to produce displays which they will share early in term 4.

### Learning environment feedback

### Example of English Working Wall feedback

### **Monitor children's practice letter formation and handwriting to ensure it occurs daily (SC4) (SC6)**

Class teachers wrote their own timetables this Autumn to include frequent and daily handwriting practice, except in exceptional circumstances e.g. Year 4 swimming on Tuesdays makes this impossible.

Staff training session modelled handwriting style and shared available resources with all staff.

Book scrutiny in early November showed more frequent practice and more importance attached to teaching handwriting and correct letter formation.

Pencil grip has been raised as an important issue at Achievement team meetings and staff are working with shared strategies, collecting evidence of improvement through the use of photographs and more overt, consistent modelling.

### **Ensure timetabled teaching of spelling patterns and irregular words through RWInc Spelling lessons and TLIF Speedy Spellings fast learning occur daily in KS2 (SC4)**

Class teachers wrote their timetables in year teams. These were collected in for monitoring at the beginning of the Autumn terms. Every class in KS2 teaches RWInc spelling and practices Speedy spellings daily.

### Exemplar timetable

### **Monitor TLIF fast learning strategies implicit in RWInc phonics and Story book lessons to ensure children are taught to decode and encode words effortlessly, to read for understanding and with expression and to orally compose and write ever increasingly complex sentences (SC1) (SC2)**

Teaching Assistant training focussing on Speed Sounds lesson and reading activities.

RWInc join in sessions have focussed on sound and word teaching, sound patterns in spellings and hold a sentence activities. Teaching assistants are more focussed and confident when teaching new sounds and words, ensuring children can use new phonemes in their writing and the whole range of secretarial skills when completing hold a sentence. Verbal feedback from teaching assistants and follow up visits demonstrate a renewed focus on successful decoding and encoding for different groups.

### **Monitor Literacy and Language teaching to ensure children are able to read texts fluently and with understanding; build ideas, vocabulary and organisation within their writing through carefully structured development and modelling (SC3) (SC4) (SC6)**

Lesson observations Autumn term 1 focussed on English providing each member of staff with strengths and next steps to improve the quality of teaching and learning in English lessons.



**Formalise and improve strategies for engaging parents with the English curriculum - learning journeys, home reading diaries, Reception Stay and Read sessions and English home learning activities extend opportunities for the development of English and consolidation of skills in the home learning environment (SC2) (SC3) (SC5)**

Learning Journeys contain suggested texts the children might like to read at home which link directly with the learning for the following term.

Home learning provides an English activity to complete each week, as well as space to log home reading

The library books have been reorganised to enable children to look for favourite authors and make more informed reading choices.

**Examples of Learning journey and home learning grid**

**Moderation of reading and writing judgements, internally and with HAT schools (SC2)**

Hat writing moderation involving all three primary schools was completed in November. Feedback from staff was positive; they are now more confident in sharing their evidence and are assured that their judgements are secure.

**Writing Moderation session evaluation / feedback**

**Identify pupils and groups of pupils who are falling behind and target them for interventions, formally after each data drop, but continuously following any concerns raised through lesson observation, monitoring etc. (SC2) (SC5)**

Pupils, including those in vulnerable groups, in years 1-6 are targeted for interventions from the beginning of term 1 using assessments and teacher judgements from Summer 2 and interventions begin for Reception children as soon as baselines are completed in Autumn 1. Interventions are reviewed regularly and adapted or discontinued as the children progress in the learning. See Cohort data profiles.

**Pupils in vulnerable groups tracked carefully and as distinct groups to ensure any issues can be tackled quickly, teachers to be aware of which groups are most vulnerable for their class (PPG, SEND, EAL, other groups as noted in cohort profiles) (SC2) (SC5)**

Children in years 1 and 2 have been targeted to pass the phonic screening check and their progress is tracked carefully with each termly assessment.

Children in Reception are targeted to achieve the ELG in reading and writing and are tracked carefully, receiving timely targeted intervention to ensure they remain on track.

Children in years 2-4 remain in phonics groups and their phonic knowledge and understanding continues to be regularly assessed until they are ready to join Literacy and Language alongside their class. Children in years 5 and 6 complete Freshstart, a RWInc phonic programme for older children, until they too are able to decode effortlessly and join in Literacy and Language lessons.

**Cohort data profile**

**Autumn 1 baselines identifying lost children**

**Phonic Screening Check target information**

**Reception target children**

**RWInc training for new staff as appropriate (SC2) (SC3) (SC4)**

All staff receive an introduction to RWInc teaching and learning strategies as part of their induction.

New teaching staff have had the opportunity to observe an expert colleague deliver RWInc and are booked on 2 day training in February.

**Monitor the use of RWInc throughout the day and 1:1 catch up interventions to ensure children progress in their GPC learning to develop accurate decoding skills (SC2) (SC3) (SC5)**

Older children new to the academy who have little or no phonic knowledge receive additional 1 to 1 catch up support.

Phonic reading assessments and regrouping have taken place twice since the beginning of the academic year.

Copies of phonic assessments and data analysis.

**Reading, writing, spelling and grammar progress tests and completed trackers identify learning and progress and feedback into the planning process (SC2) (SC3) (SC4) (SC5)**

Reading, writing, spelling and grammar progress trackers: example copy

**Monitor the outcomes of strategies implemented to improve pupil outcomes in Year 6 reading in the areas identified by ASP QLA: building reading stamina, regular poetry coverage, prioritising foundational learning and increasing vocabulary (SC7) (SC1) (SC2) (SC5)**

In Oct 2018 17/55 children did not reach the end of the reading test.

In Nov 2018 11/55 children did not reach the end of the reading test.

The reading speeds of the all the children were calculated using PiXL resources in Oct 2018 – all children who scored below 90 words per minute had additional time for the Nov Mocks.

Children with low reading speeds are targetted by a teaching assistant during morning interventions and basic skills groups.

In term 2 year 6 completed reading lessons based on questions that were not answered well in the Oct mock tests – they have used reading resources from PiXL to develop this and will continue with retrieval and inference units and 3 mark question units.

Vocabulary – year 6 have used the PiXL resources to look at how to use the context of a text to help with vocabulary. They use topic specific vocabulary in all lessons and display L & L Power Words in the classroom.

Year 6 have played vocabulary bingo to help develop vocabulary.

In term 3 they will continue this and have also planned in an additional reading lesson each week to focus on revising and practicing any question types that were a concern using the Nov mock QLAs.

Year 6 December reading target has been exceeded by 7%.

The average score in reading increased from 14.1 to 22.4 between Autumn 1 and Autumn 2 mock sats.

**Monitor the outcomes of strategies implemented to improve pupil outcomes in Year 6 GPS in the areas identified by ASP QLA: the expectation that questions are read aloud for the children; continuous structured vocabulary development; adaptation of our approach to grammar teaching in year 6 (SC7) (SC1) (SC2) (SC4) (SC5)**

Grammar lessons take place daily – year 6 build on areas of weakness from the QLA, areas of the writing TAF that we need to address and links with L & L.

Grammar lessons focus on the teaching of new terminology, identifying examples in texts, writing own examples and answering SATs style questions – these are recorded in English books.

Year 6 have an expectation that basic grammar is correct in all written work.

Year 6 expect correct grammar to be used when the children speak and model this for them.

When completing a writing task – particularly within L & L – year 6 use editing stations to support grammatical accuracy. There is always a focus on basic sentence punctuation and then looking at the specific grammar conventions that has been taught within the unit.

Grammar tests from L & L are completed and marked with the children.

Year 6 December target for EGPS has been exceeded by 9%.

Their target for combined for the end of the autumn terms has been exceeded by 13%.

The average score in paper 1 increased from 20.7 to 23.5 between Autumn 1 and Autumn 2 mock sats.