

Closing the Gap Project Reading attainment in Year 6 2017-2018

Background Information	Impact of the Project	Key Project Activities	Relevant Research and Reading
<p>In 2016, the Year 6 class were significantly below age related expectations for reading. The ASP data indicated that pupils struggled with stamina.</p> <p>In 2017, 48% of Year 6 pupils met age related or above, which was significantly below the national average at 71%. Only 12.9% were above age related.</p> <p>This was a trend that we needed to address to ensure that pupils were meeting age related expectations.</p> <p>Our school development plan had an outcome to raise age related progress levels in reading and writing at the end of Key Stage 2.</p>	<p>This year our data has made a rapid increase due to the very hard work of the staff.</p> <p>73% of pupils achieved age related expectations, which was only 2% lower than national average. This is a 25% increase.</p> <p>We also had 23% working at greater depth, only 5% lower than national.</p> <p><u>Moving forward</u> During the summer term, our local authority advisor visited our school and we are now starting a new project titled 'closing the vocabulary gap'. We had our first staff meeting this Monday and will be using this as a focus for the next year. We have various workshops scheduled throughout the year for parents including reading in KS1 and KS2, 'Words of Wisdom,' and grandparents coming in to read with their grandchildren.</p>	<p>Focused on developing comprehension skills through teaching specific comprehension lessons. Myself and a teacher from KS2 attended 'Raising Attainment in Reading' training and led a staff meeting. Author visits, Canvey Reads, Bringing Books to Life and No Pens Day Wednesday.</p> <p>All teaching staff received Talk4Writing training in order to support reading and writing skills. I then trained all LSA's.</p> <p>Set non-negotiables and deadlines for teachers. This included a new planning format for all staff to use, and expectations of what should be displayed in classrooms and carried out regular environment checks and observations.</p> <p>The English governor gathered pupil perception surveys and from these we developed our library area and an outdoor reading area. The school council made reading a focus for their academic year and helped to set up these new areas.</p> <p>Weekly comprehension texts were sent home, differentiated across year groups and abilities and encouraged parents to read these to or with their child. We then carried out whole class or individual comprehensions on Fridays.</p> <p>Parents were invited to watch reading lessons being taught by class teachers.</p> <p>We invested in a new reading scheme called 'Accelerated Reader' and set it up over the summer term. In order to include our parents, we asked them to volunteer to label all the books and add them onto the new system. We have now started to use the reading scheme which will</p> <p>"1. Identify pupils likely to miss reading progress targets in advance, enabling meaningful adjustments to teaching to be made well before the KS2 SATs. 2. Forecast the percentage of pupils on track to exceed, meet and fall short of the Primary Standard in reading."</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing/</a></p> <p><a href="http://www.talk4writing.co.uk/">http://www.talk4writing.co.uk/</a></p> <p>Quigley, A. (2018)Closing the Vocabulary Gap</p> <p><a href="http://www.renlearn.co.uk/wp-content/uploads/2014/04/SATs-correlation-Study-by-Renaissance.pdf">http://www.renlearn.co.uk/wp-content/uploads/2014/04/SATs-correlation-Study-by-Renaissance.pdf</a></p> <p><a href="https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/">https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/</a></p>