

# Literacy Overview - Spring 1 2018

## What are the key issues in this area?

- Although there has been an improvement on 2015/16, the percentage of children not achieving at the expected level in reading at the end of KS2 is still below national average.
- There was a decline of 9% from 2016 to 2017 in children achieving expected levels in writing in KS2 in 2017.
- The revised scaled scores for KS2 Sats in 2016/17 academic year show a tightening up of marks given at end of KS2. (In 2016 a raw score of 21 was required to attain the pass score of 100 compared to a raw score of 26 in 2017).
- Writing levels are of a concern, particularly amongst boys. All year groups have a significant percentage below expected level.
- Staffing issues continued to cause lack of consistency in Phase 2.
- Boys are continuing to achieve below girls.
- Children making expected and exceeding progress at KS1 not maintaining progress to end of KS2
- SPaG levels below national. Whole school focus on spelling.
- 35.8% of readers in Y1-6 identified as high attainers at end of EYFS/KS1 not maintaining progress in reading.
- 32.1% of writer in Y1-6 identified as high attainers at end of EYFS/KS1 not maintaining progress in reading
- Pupil Premium children, both in reading and writing, not making expected attainment.

Areas of concern:

### Reading:

SEN issue whole school - years 2,3 and 4 have no SEN children at expected

Boys in Year 2 (42.31% below) - 1.69% improvement on CP2

Boys in Year 3 (57.14% below) - increase of 7.14% below since CP2

Boys in Year 4 (45% below) - improvement of 5% FROM CP2

Boys in Year 5 (28.57% below) - increase of 14.28% below since CP2

Girls in Year 5 (47.06% below) - increase of 28.06% below since CP2

PP in Year 2 (45.45% below) - no change since CP2

PP in Year 3 (45% below) - increase of 5% below since CP2.

PP in Year 5 (50% below) - increase of 23.91% size CP2

PP children in Years 3 - there are no exceeding readers.

### Writing:

SEND writing attainment in general - Y2,3,4 and 6 have no expected SEN writers

Girls in Year 5 (47.06 below) - increase of 9.56% below since CP2

Boys in Year 2 (46.15% below) - improvement of 1.85% since CP2

Boys in Year 3 (50% below) - improvement of 7.14% since CP2

Boys in Year 4 (65% below) - no change since CP2

Boys in Year 5 (33.33% below) - increase of 14.28% below since CP2

Boys in Year 6 (46.67% below) - increase of 6.67% below since CP2

PP generally not as strong in exceeding achievement - Years 1,3, 4 have no exceeding writers

PP in Year 2 (54.55% below) - no change since CP2

PP in Year 4 (64.29% below) - increase of 7.15% below since CP2

PP in Year 5 (58.33% below) - increase of 16.66% below since CP2

## How do we know?

- Ongoing data collection on Scholar Pack.
- Half-termly data analysis.
- End of KS2 data scrutiny.
- End of KS1 data scrutiny.
- Checks to ensure PP children making expected/accelerated progress and children achieving L3/2A at KS1 maintaining progress.

## What have we done to address these?

- Interventions targeted to writing in KS1 for SEND children.
- Reading University targeted at Phase 1 struggling readers.
- Reading University children provided with 1:1 reading opportunity following completion of programme to ensure continued progress.
- Spelling across school has been raised in profile following whole staff Inset.
- Spectacular SPaG and Splendid Spelling embedded into planning on daily/weekly basis to drive key skills.
- Interventions led by teaching staff put in place in pms in Phase 2.
- Across school, group and individual reading and writing interventions focused on children's targets/gaps in learning.
- Booster classes for Y6 in Reading and SPaG begun in Autumn 2 for Year 6 to ensure progress
- Precision teaching for phonics for children in Phase 2 (mobile pupils)
- Tightly monitored project planning/tuning to ensure topics and book choices engage target groups - specifically, boys, PP prior high attainers
- Book choices for class read/novel study to be identified in project planning as challenging.
- Groups of targeted Exceeding Writers from Yrs 2-6 involved in writing groups to extend.
- Novel studies in KS2 aiming to link topics to Guided Reading.
- Marking policy redesigned to incorporate spelling corrections (by children) in each written piece - targeted at key age-appropriate words and topic-based vocabulary.
- Drop in sessions to monitor reading across the school. Review of delivery of reading currently underway. DERIC approach adopted in Phase 2/3
- Reading Cloud reintroduced to staff to enable them to track children's reading habits and suitability of book choice more closely.
- Speech and Language 1:1 sessions
- Reading in EYFS and Year 1 being scrutinised to ensure consistency through transition from EYFS to Year 1
- REAL projects embedding the critique process throughout the school and developing children's use of feedback and self/peer assessment.
- Reading buddies launched as Virtues Ambassador role to drive enthusiasm and love of reading across school
- Staff visits to other schools offered through TPAT Literacy hub.

## What has the impact been? What does the data show?

- Impact of more stable staffing in Phase 2 has resulted in increased expected readers and writers in Year 4 since CP2.
- Year 2 and Year 4 children at expected and exceeding in reading has risen since CP2 .
- Attainment amongst boy readers in Year 2 and 4 has improved.
- Attainment amongst boy writers in Years 2 and 3 has improved.
- Year 5 readers at CP3 has dropped @20% since CP2, but this is due to pupil mobility, with exceeding readers leaving, and emerging readers joining.
- Data shows an overall rise in attainment in writing, other than in Year 5 where pupil mobility has had a negative impact.

- Data for Key Stage 2 over past 3 years:  
2015: Writing = 82.5% Reading: 82.5%  
2016: Writing: 70% Reading: 55% SPaG: 52%  
2017: Writing: 61% Reading: 63% SPaG: 63%

Standard Ontrack Report: Academic Year (2017), Checkpoint (CP3),

Year Group	REA			WRB		
	Below	Expected	Exceeding	Below	Expected	Exceeding
1	22.73% (10)	77.27% (34)	13.04% (6)	36.09% (15)	63.91% (29)	4.32% (2)
2	32.56% (14)	67.44% (29)	27.91% (12)	37.26% (16)	62.74% (27)	18.6% (8)
3	37.14% (13)	62.86% (22)	5.71% (2)	37.14% (13)	62.86% (22)	5.11% (2)
4	30.77% (12)	69.23% (27)	28.21% (11)	48.72% (19)	51.28% (20)	12.32% (5)
5	38.84% (14)	61.16% (24)	21.05% (8)	39.47% (15)	60.53% (23)	13.16% (5)
6	38.96% (11)	61.04% (27)	16.79% (6)	36.86% (14)	63.14% (24)	10.53% (4)

## How can we triangulate/prove this in the classes across the school?

- Moderations held across classes and MAT to level children's writing examples
- Book scrutinies implemented in phases on weekly basis to ensure coverage and standards maintained.
- Standardisation of marking policy to implement expected standards
- Subject observations for Reading/SPaG/Writing/Spelling
- Half-termly assessments in Reading, SPaG and Writing.

Ontrack by Checkpoints Report: Academic Year (2017), Entry Date before (11/02/2018), Year (AllYears)

Subject Area: Reading

Year	BL	CP1	CP2	CP3
1	75.61% (31)	75.0% (33)	77.27% (34)	77.27% (34)
2		70.73% (29)	66.67% (28)	67.44% (29)
3		65.71% (23)	65.71% (23)	62.86% (22)
4		61.94% (24)	60.67% (26)	69.23% (27)
5		80.56% (29)	83.33% (30)	63.16% (24)
6		78.32% (29)	78.95% (30)	71.05% (27)

Subject Area: Writing

Year	BL	CP1	CP2	CP3
1	68.29% (28)	68.18% (30)	65.91% (29)	65.91% (29)
2		63.41% (26)	61.9% (26)	62.79% (27)
3		60.0% (21)	51.43% (18)	62.86% (22)
4		53.85% (21)	51.28% (20)	51.28% (20)
5		63.89% (23)	72.97% (27)	60.53% (23)
6		68.42% (26)	68.42% (26)	63.16% (24)