

Year 4 Reading Project – To accelerate progress in reading for underachieving children in Year 4

Context

- The percentage of children meeting ARE in reading dropped from 80% in year 2 to 62.5% in year 3
- 28% of children who achieved ARE or above in year 2 performed less well in year 3 and were not on track to achieve their projected level in year 4
- Overall 35% of the yr were not performing to the level they achieved in yr 2. This includes 3 children who were below ARE at the end of yr 2
- 10% of the class who were exceeding in yr 2 dropped to Exp in yr 3

Background

- 25% of the year group have SEN and 10% of these children have an EHCP.
- Significant behavioural difficulties
- Issues with attendance
- Poor spelling skills and writing skills as a result of a drop in reading skills
- Change in teachers had an impact

Success Criteria

- To increase % of children working at ARE or above by end of the yr 4 to at least 75%
- To support the 15 identified children in achieving the same level they achieved in yr 2
- To improve comprehension skills for all children in yr 4
- To improve spelling and grammar for all children in yr 4

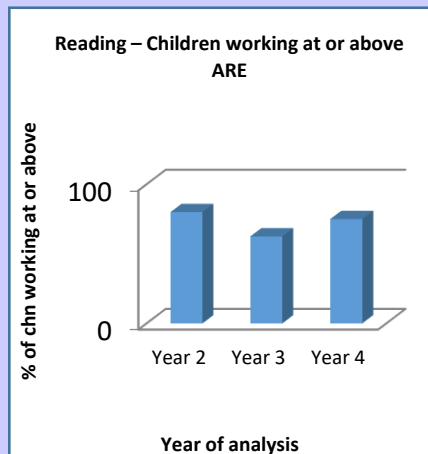
Actions

- Weekly literacy session to focus on developing comprehension skills
- 1:1 Reading for identified children
- Small group intervention for identified children
- Word Wasp for children working below ARE.
- No nonsense spelling to be implemented
- Half termly tracking of progress
- Regular meetings with Yr 4 teachers

Results

- 33% of chn who fell below ARE in yr 3 will achieve ARE in yr 4.
- 66% of chn who were working below ARE in yr 2, and performed less well in yr 3, will move back to their projected level in yr 4
- Overall 40% of the identified chn have improved versus yr 3
- 75% of the yr group are predicted to achieve ARE or above
- 1 child still has the potential to reach their projected level (from yr 2) with more evidence this would bring the % to 77.5% working at ARE or above
- Of the 4 chn who dropped from exc to exp in yr 3, 1 child has the potential to reach exc again in yr 4.

Results cont...



Results cont...

- 3 chn (not one of the 15 identified) made progress versus their yr 3 target as a result of the strategies put into place with 1 child progressing to ARE from WT
- 2 children are not on track to reach their target from yr 3, with 1 falling below ARE
- A significant improvement in spelling has been seen in yr 4
- Comprehension skills have improved for the yr group
- All chn are currently on track to meet their yr 4 target
- All chn, except 1, have currently made at least 2 points progress, with the majority making 2.5 points or more

Key learnings

- Intervention to be put into place as soon as children are highlighted as 'at risk'
- Word Wasp to be implemented for all children working below ARE
- Reading comprehension scheme to be continued (Totally Pawsome Gang)
- Continue to use No Nonsense spelling
- More moderation to take place between yr 2 and yr 3 teachers.
- Focus on chn achieving greater depth