

Pupil premium strategy statement

School overview

| Detail | Data |
|---|--------------------------|
| School name | Swinemoor Primary School |
| Number of pupils in school | 240 |
| Proportion (%) of pupil premium eligible pupils | 82 (34%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mr L. Myers |
| Pupil premium lead | Miss A. Rodgers |
| Governor / Trustee lead | Mrs J. Simpson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £130,000 |
| Recovery premium funding allocation this academic year | £11,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £141000 |

Part A: Pupil premium strategy plan

Statement of intent

Swinemoor primary school is an estate school, situated in a small, northern market town. Almost 35% of pupils are eligible for free school meals, in 2017 Ofsted recognised this to be 'above average'. The vast majority of pupils are White British. The school receives upwards of £100,000 each year to support Disadvantaged Pupils.

Developing effective school organisation of people and facilities to the Pupil Premium is at the heart of how the school has responded and how the SLT has gained value for money. Pupil Premium funding does not follow each pupil, but is used to bolster school-wide change and improvements in quality of teaching and learning and curriculum. Ofsted, in 2017, recognised that the Headteacher and SLT continuously strive to 'empower pupils to recognise and realise their full potential' and 'give targeted pupils extra experiences and support designed to raise their achievement and attendance and to enhance their social and emotional development.'

Inventive leadership and consistent management are required to make Pupil Premium work. The school believes that consistent, well managed approaches to targeted support and intervention are more effective than one-off initiatives, for example, the use of highly skilled tutors working with children throughout the academic year to further embed the skills and knowledge gained in the classroom is a constant feature of the schools offering to pupils in Years 5 and 6, as opposed to using unfamiliar adults to plug the gaps.

We believe that, in our school, everybody should work to constantly develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create and broad and balanced curriculum where everybody has their best chance to:

- Achieve Beyond Expectations
- Be proud of our community, our school, our achievements and our peers
- Compete, with the belief we have every chance of success
- Develop a culture where we take appropriate risk
- Enable people to work together, in order to achieve more than we could on our own

We believe these aims will develop us spiritually, morally, socially and culturally, therefore helping to prepare us for the next challenges and opportunities in our lives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Children need help developing their listening to and understanding of oral instructions as well as expressing themselves orally</p> <p>Evidence: In 2021, 0% of pupils entered the school at age related expectations in the Speaking and Listening strands of the Early Years curriculum. Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Response to OfSTED research into the effective teaching of Mathematics (Appendix 2) SPS Response to OfSTED Criteria for Early Reading (Appendix 3) SPS Dictation Research Report (Appendix 5) Ofsted 2017, noted that “children enter EYFS with knowledge, language and skills below those typical for their age”</p> |
| 2 | <p>Children need help to develop their written formal responses to match their informal oral responses.</p> <p>Evidence: Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Dictation Research Report (Appendix 5) In 2021, 0% of pupils entered the school at age related expectations in the Speaking and Listening strands of the Early Years curriculum.</p> |
| 3 | <p>Children’s reading pace impacts on their comprehension skills leaving them with limited time to respond to questions</p> <p>Evidence: Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Response to OfSTED research into the effective teaching of Mathematics (Appendix 2) SPS Response to OfSTED Criteria for Early Reading (Appendix 3) SPS Dictation Research Report (Appendix 5)</p> |
| 4 | <p>Children need time and coaching to develop their resilience when solving mathematical problems</p> <p>Evidence: Low % of pupils achieving greater depth in mathematics. In 2022, 0% of all pupils achieved greater depth in Mathematics. Receive, Record, Retain: SPS Dictation Project (Appendix 1)</p> |

| | |
|---|---|
| | SPS Response to OfSTED research into the effective teaching of Mathematics (Appendix 2) |
| 5 | <p>Children's confidence in their skills and knowledge is lower than their actual attainment</p> <p>Evidence: Ofsted Report, 2017 - the schools' baseline assessments and tracking information is both "credible" and "reliable" suggesting that the school understands the challenges that disadvantaged pupils face. Also that that the Head Teacher seek to "empower pupils to recognise and realise their full potential" SPS Statement of Intent and Implementation Regarding Accredited Schemes (Appendix 4)</p> |
| 6 | <p>Children's understanding of the world of work, deadline, audience and purpose needs to be developed and continually embedded in order to ensure they understand the need for pace and quality</p> <p>Evidence: SPS Statement of Intent and Implementation Regarding Accredited Schemes (Appendix 4) Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Dictation Research Report (Appendix 5)</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Improvement in children's oral skills and their ability to listen to and understand instructions (School Development Plan - Target 2.1) | Children will be able to express themselves orally to an age appropriate level and listen to and understand instructions. |
| Improved secretarial skills in-line with children's oral contributions (School Development Plan - Target 2.1) | Children will be able to record their thoughts and responses in an age appropriate, formal manner. |
| Improved comprehension skills and reading pace leading to greater response time in lessons and tests (School Development Plan - Target 2.2) | Children's ability to read and respond to questions will be improved, thus allowing more thinking time and more pupils accessing the more complex questions towards the end of the tests. |
| Improvement in the speed and resilience with which children approach mathematical problem solving | Greater % of pupils achieving higher level Mathematics. |

| | |
|---|---|
| Children's confidence in their skills and knowledge will be improved to reflect their actual ability and attainment (School Development Plan - Target 1.1) | Children will have improved resilience in their approach to tests, answering questions and tackling challenges. |
| Children will gain an understanding of the need for pace and quality in relation to the work produced in school (School Development Plan - Target 3.1) | Children will take a more focussed approach to meeting deadlines and producing work of a high quality when completing projects and school work. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>To continue to embed the oracy and dictation programmes, CHATTA and NELI into the curriculum</i> | EEF – Teaching and Learning Toolkit - Oral Language Interventions - +6mths Voice 21 believes that oracy projects can 'Improve academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding.' Montalvan (1990) suggests that dictation can help develop all four language skills in an integrative way and that correcting dictation can lead to better oral communication | Whole School |
| <i>To receive training on teaching strategies designed to develop inference skills and engage in 'The Reading Project' with the Local Authority</i> | EEF – Teaching and Learning Toolkit – Phonics - +5mths | EY and KS1 |
| <i>To continue to develop and maintain the positive impact of Maths No Problem throughout the school</i> | Best (2016) writes about teacher feedback and suggests that "there was a noticeable transition to a more partnership-based model to teaching and learning, where constructive feedback was seen as vital to learning, for the teacher as well as the pupil." EEF – Teaching and Learning Toolkit – Mastery Learning - +5mths EEF – Teaching and Learning Toolkit – Metacognition and Self-Regulation - +7mths | Whole School |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>To establish small group interventions led by highly skilled tutors (Phonics teaching)</i> | EEF – Teaching and Learning Toolkit – Feedback - +6mths EEF – Teaching and Learning Toolkit – Reading Comprehension Activities- +6mths EEF – Teaching and Learning Toolkit – Small Group Tuition - +4mths | Years 3 and 4 |
| <i>To continue to develop and maintain the positive impact of the Graduate Award Programme, Study Clubs and ABRSM Music Tuition</i> | EEF – Teaching and Learning Toolkit – Mastery Learning - +5mths EEF – Teaching and Learning Toolkit – Metacognition and Self-Regulation - +7mths | KS2 pupils |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>To continue to maintain high standards of behaviour through targeted social and emotional support – lunchtime groups, study club etc</i> | Research demonstrates that implementing Social and Emotional Learning (SEL) programs can result in improvements to students' social competence, behaviour, and academic achievement (Durlak et al., 2011; Taylor et al., 2017). | Approx. 20 |
| <i>To continue to maintain high attendance through exciting projects and school visits – Class DOJO, SPS Art Gallery, SGT, The X Factor, Swinemoor Stories, ABRSM Music Awards etc</i> | Kisida and Bowen (2019) suggest that there is strong evidence that arts educational experiences can produce significant positive impacts on academic and social development. EEF – Teaching and Learning Toolkit – Parental Engagement - +4mths EEF – Teaching and Learning Toolkit – Collaborative Learning Approaches - +5mths | Whole School |

Total budgeted cost: £142,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The large increase in the gaps between PPG and Non PPG pupils at the end of Early Years is largely due to the fact that at baseline, no children were working at ARE and by the end of the year, the % of Non PPG children working at ARE had drastically exceeded the % of PPG children. This was also a small cohort with Non PPG pupils starting the year at 'just below' ARE compared to PPG pupils who had further to travel in their bid to achieve ARE. The positive reduction in the gaps at the end of KS1 clearly demonstrates that, as highlighted in the 2017 Ofsted report, *the impact of the school's work intensifies the longer pupils are subject to it*. This particular group of children responded incredibly well to the routines and structures of school after the disruptions to their learning caused by the pandemic. Further up the school, due to the length of time the pupils had been exposed to the schools "immersive" and "captivating" curriculum (Ofsted, 2017) the size of the gaps were already smaller, however with the exception of 2 areas, these continued to narrow even further.

| | | Reading | | | Writing | | | Mathematics | | |
|----------|------------|------------|---------------|----------------|------------|---------------|----------------|-------------|---------------|----------------|
| | | Baseline % | End of Year % | Gap Change +/- | Baseline % | End of Year % | Gap Change +/- | Baseline % | End of Year % | Gap Change +/- |
| EYFS | PPG | 0 | 45 | | 0 | 37 | | 0 | 45 | |
| | Non PPG | 0 | 84 | | 0 | 84 | | 0 | 88 | |
| | Difference | 0 | 39 | +39 | 0 | 47 | +47 | 0 | 43 | +43 |
| Year 1/2 | PPG | 20 | 75 | | 15 | 75 | | 24 | 75 | |
| | Non PPG | 54 | 70 | | 52 | 70 | | 60 | 74 | |
| | Difference | 34 | 5 | -39 | 37 | 5 | -42 | 36 | 1 | -37 |
| Year 3/4 | PPG | 46 | 68 | | 38 | 54 | | 32 | 54 | |
| | Non PPG | 60 | 78 | | 54 | 73 | | 52 | 65 | |
| | Difference | 14 | 10 | -4 | 16 | 19 | +3 | 20 | 11 | -9 |
| Year 5/6 | PPG | 37 | 71 | | 33 | 59 | | 46 | 69 | |
| | Non PPG | 62 | 83 | | 55 | 81 | | 72 | 83 | |
| | Difference | 25 | 12 | -13 | 22 | 22 | 0 | 26 | 14 | -12 |

| Oracy Data | | | | |
|------------|------------|-------------------------------|-------------------------------|----------------|
| | | Sept 2021 % working at ARE | July 2022 % working at ARE | Gap Change +/- |
| EYFS/KS1 | PPG | 30% | 69% | |
| | Non PPG | 39% | 72% | |
| | Difference | 9% | 3% | 6% |
| 3/4 | PPG | 38% | 54% | |
| | Non PPG | 52% | 79% | |
| | Difference | 14% | 25% | +11% |
| 5/6 | PPG | 64% | 80% | |
| | Non PPG | 73% | 85% | |
| | Difference | 9% | 5% | 4% |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------|-------------------------------|
| Chatta Approach | Chatta Learning |
| Maths No Problem | Maths No Problem |
| Floppy's Phonics | Oxford Reading Tree |
| NELi | Early Intervention Foundation |
| Jigsaw PSHE | Jigsaw |
| Aviate | Swinemoor Primary School |
| TT Rockstars | Maths Circle |
| Class Dojo | Class Dojo |
| Evidence Me | 2simple.com |
| ABRSM | ABRSM |
| Basecamp | Basecamp |
| Monday.com | Monday.com |
| ParentPay | ParentPay |



Receive, Record, Retain, Reiterate: Swinemoor Primary School Dictations Project.

The four Rs

Definitions of terms used within this document:

Dictate - To speak something aloud for a person, so that it can be written down.

Retain - To keep, or continue to have something committed to memory.

Record - To keep information for the future, by writing it down.

Secretarial skills - A fluid hand and practice of holding a thought in head whilst writing.

Why dictate?

The 'Zeigarnik effect' (Zeigarnick, 1927) argues that dictation helps task-specific tension, which improves retention and cognitive accessibility of the relevant contents. Likewise, Morris (1983:126) also accentuates that "Dictation is a test of integrative skills and a most useful tool in listening training and training in self-reliance".

Montalvan (1990) lists the advantages of dictation, and the most important ones are as follows:

1. Dictation can help develop all four language skills in an integrative way.
2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening to dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.

There is much research as to the positive impacts on dictation when improving a multitude of skills and retention of information. Pupils at Swinemoor struggle to retain facts and information in their long-term memory, something that research has proven dictation can improve. Equally, as stated by Montalvan, the act of dictation can lead to improvements in oral communication, a key focus of improvement in all areas of the curriculum at Swinemoor.

What is it?

- 4 way' dictated sentences for each subject – EYFS, Lower, Middle and Upper school.
- For EYFS this would be oral – 'repeat after me'
- From year 1 onwards – HAP/MAP/LAP dictation and written
- Tier words from III to appear within dictated sentences



There are 12 weeks to each term. English will not need dictation.

- ⇒ Maths – 2 dictations
- ⇒ Science – 2 dictations
- ⇒ Technology/RE etc – 2 dictations

⇒ Foundation subjects – 1 dictation

- Co-ordinators will need to find the III vocabulary words, cross reference with WoW and write the dictations.
- The sentences will need to maintain English written expectations for year groups – e.g. parenthesis, apostrophes etc.

What is it not?

It's not hour long reading from textbook. It is not old fashioned. It is not the dictation of whole poems. It's short, sharp and focused on secretarial skills, grammar and T3 words that need defining. This therefore enhances and compliments WOW and CHATTA.

What do we aim to achieve?

Recovery is the main aim of this project. We need to recover secretarial endurance, we need to recover consistency of grammar and the idea the text speak we had on google classrooms isn't good enough in physical written forms in our books. We aim to develop T3 words and enable the children to use them in context. This compliments CHATTA work but is not instead of our CHATTA use.

We also aim to achieve some catch up. Depth of learning may not be as if we haven't had lock down but we can still recover NCPOS. (National Curriculum Program of Study)

A football analogy that may be useful – returning to full fitness.

There are three areas a footballer needs to develop to be at full fitness. Touch, endurance and conditioning.

Touch is physical skills such as muscle memory. Handwriting, sitting still and positioning yourself correctly at a desk. These are skills that were lost and eroded during lockdown
Endurance is being able to sit and write for twenty or forty minutes. The stamina of concentration that many of our children find difficult.

Conditioning is dictation. Listening carefully and recording accurately.

Summary

“The world ain't all sunshine and rainbows. It's a very mean and nasty place, and I don't care how tough you are, it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't about how hard you hit. It's



about how hard you can get hit and keep moving forward; how much you can take and keep moving forward.”

We go from the sandpit of EYFS to the lofty heights of year six academia and then it really goes up a gear if you're any good. More of our pupils are going Beverley high and Beverley

Grammar School. Expectations have risen and more children are selecting grammar and high because their curriculum is very academic and our children are rising to that. We want to give them every opportunity and ensure they are 'match fit' in preparation for the next stage of their education.



Response to OFSTED research into the effective teaching of Mathematics: Maths research review.

Context: Ofsted has published the third in a series of reviews into different subjects across the curriculum. The latest review looks at mathematics education. Her Majesty's Chief Inspector, Amanda Spielman, said: "Our education inspection framework is clear that schools should ensure the maths curriculum is designed to help pupils to gain increasing mathematical proficiency and build confidence in their ability ... We hope this review is useful to school leaders and teachers as they continue to design and develop their maths curriculum."

At Swinemoor, we understand the importance of developing the skills needed to become successful and independent mathematicians. This document is by no means exhaustive, but provides some of the ways in which we provide a high-quality approach to the teaching of mathematics.

| Common features of successful high quality approaches. | SPS Provision |
|--|---|
| <ul style="list-style-type: none"> ○ Teachers engineer the best possible start for all pupils by closing the school entry gap in knowledge of basic mathematical facts, concepts, vocabulary and symbols. | <ol style="list-style-type: none"> 1. EYFS baseline is charted against the annual flight path, with key gaps addressed quickly and reactively. 2. CHATTA approach to STEM sentences to close and manage gap in mathematical vocabulary. 3. Intensive first term spent on concept of number and place value, using language to develop understanding and ensure depth of knowledge of number through 'number a week' approach 4. Introduction of MNP into EYFS will ensure that teaching practises are consistent as children transition in KS1. 5. Continuous provision in KS1 and EYFS is designed with vocabulary in mind – especially Shape, Space and Measure. |
| <ul style="list-style-type: none"> ○ The teaching of maths facts and methods is sequenced to take advantage of the way that knowing those facts helps pupils to learn methods, and vice versa. | <ol style="list-style-type: none"> 1. Whole school approach to mathematics ensures consistency in how teaching is sequenced. 2. MNP approach is carefully considered, and uses a similar structure throughout school to help sequential planning. |
| <ul style="list-style-type: none"> ○ Throughout sequences of learning, pupils benefit from teaching that is systematic and clear. | <ol style="list-style-type: none"> 1. Whole school approach to mathematics ensures systematic teaching no matter the teacher or the year group. Same approach, same expectations and same ethos of how to teaching mathematics. 2. Use of concrete and pictorial resources ensures clarity for pupils of all ability. Children continue to use concrete and pictorial representation throughout school career, and use it to progress understanding before moving into abstract for each concept at every level. |
| <ul style="list-style-type: none"> ○ The aim is for pupils to attain proficiency. Pupils are then more likely to develop motivation and confidence in the subject. | <ol style="list-style-type: none"> 1. MNP uses a whole class approach, encouraging every child to develop confidence through paired talk and class discussion. 2. 'Ping pong' teaching style ensures that no child is left behind, with lots of opportunity for intervention and support to encourage and motivate. |





| | |
|---|---|
| | 3. Tiered approach to every lesson – whole class, guided practise, independent practise and then reflection and challenge. |
| ○ Pupils need regular opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned. | 1. CHATTA approach ensures opportunity to rehearse, develop and explain mathematical thinking through guided STEM sentences. 2. Tiered teaching approach ensures guided practise followed by independent practise in every lesson, in every year group. This enables children to rehearse and apply their learning independently. |
| ○ Assessment is most useful when it focuses on the component knowledge that pupils have learned. This aids pupils' confidence and makes it easier to analyse and respond to gaps in learning. | 1. Continuous assessment through ping pong approach – no 'sets', teachers target lower ability children in each individual lesson and provided tailored feedback and support to minimise and mitigate gaps in learning. 2. Journals allow for pupil's reflection on their learning, and the opportunity for teachers to assess a child's learning in their own words and understanding. 3. Pupil's use journals to refer back, as a personal log of their understanding to apply in future lessons. |
| ○ Teachers can support pupils' progression by ensuring written work is of a high quality. This is important because when pupils' calculations are systematic and orderly, they are better able to see the connections of number and to spot errors. | 1. Journals ensured that calculations and understanding of concepts are recorded systematically and children have ownership of their learning. 2. Textbooks and workbooks are designed with key concepts of written work in mind. 3. Maths scrutiny is regular and undertaken by SLT to ensure the high quality of maths books. 4. Portfolio is an excellent example of the high quality of written work, and its progression throughout the school. |
| ○ School leaders can develop teachers' subject and pedagogic knowledge through opportunities to work with and learn from each other. | 1. CS and SF are members of, and attend, a maths teaching research group funded and supported by The Maths Hub. 2. Regular feedback and support provided by Maths Hub Lead, R Atkinson, with inter-school relationships developed to help support through best practise. 3. Maths Hub provide termly visits to school, to develop and provide teachers with support. 4. All teachers provided with CPD from MNP when starting to use resources. 2 twilight sessions followed by individual support and feedback via email. 5. Scrutiny and learning walks regularly take place to identify strengths and areas of support for teaching staff and teaching assistants. |

PLEASE SEE ATTACHED APPENDIX FOR MONITORING AND EVALUATING SCHEDULE.

Mathematics is given a very high emphasis within our curriculum and our monitoring system. It cannot be the only subject under scrutiny, but as evident within the schedule, it is given a very high priority whilst also ensuring a broad and balanced curriculum.

APPENDIX I – TYPICAL YEARLY MONITORING AND EVALUATING SCHEDULE

| AUTUMN | SPRING | SUMMER |
|--------|--------|--------|
| WEEK 1 | WEEK 1 | WEEK 1 |





| INSET | INSET | INSET |
|--|---|---|
| WEEK 2 READING SCRUTINY | WEEK 2 WRITING SCRUTINY | WEEK 2 MATHS SCRUTINY |
| WEEK 3 READING SCRUTINY | WEEK 3 LESSON OBSERVATIONS | WEEK 3 SATs WEEK |
| WEEK 4 READING SCRUTINY | WEEK 4 WRITING SCRUTINY | WEEK 4 LESSON OBSERVATIONS |
| WEEK 5 READING SCRUTINY | WEEK 5 WRITING SCRUTINY | WEEK 5 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY |
| WEEK 6 LESSON OBSERVATIONS | WEEK 6 WRITING SCRUTINY | HALF TERM |
| WEEK 7 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY | WEEK 7 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY | WEEK 6 SUBJECT LEADER INTERVIEWS MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED |
| HALF TERM | HALF TERM | WEEK 7 MATHS SCRUTINY |
| WEEK 8 SUBJECT LEADER INTERVIEWS | WEEK 8 IEPs WRITTEN & DISTRIBUTED | WEEK 8 MATHS SCRUTINY |
| WEEK 9 MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED | WEEK 9 READING SCRUTINY | WEEK 9 MATHS SCRUTINY |
| WEEK 10 MATHS SCRUTINY | WEEK 10 READING SCRUTINY CHRT & CLASS ANALYSES TO SMT PUPIL PROGRESS DATA IN OTRAC | WEEK 10 REPORTS IN FOR STAFF READING PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT |
| WEEK 11 MATHS SCRUTINY REPORTS IN FOR STAFF READING | WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY | WEEK 11 REPORTS OUT MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE |
| WEEK 12 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT | WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT | WEEK 12 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY |
| WEEK 13 MATHS SCRUTINY MILESTONE CHECK DATA SMT AUDIT ASSESS & APP FILE | WEEK 13 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY | |
| WEEK 14 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY | | |





Response to OFSTED criteria for Early Reading and the education inspection framework.

Context: Early literacy refers to the development of skills students need in order to transition from learning to read, to reading to learn. At Swinemoor, we understand the importance of developing the skills needed to become successful readers. These skills include, but are not limited to: vocabulary, self-expression, understanding, and phonetic decoding.

By September 2021, the DfE have stated that there will be a non-statutory early reading framework. HMI Kirsty Godfrey reiterated Ofsted's criteria, as detailed below. The following analysis is by no means exhaustive, but an insight into the very high priority it is given on a daily basis.

| HMI Criteria | SPS Provision | Impact |
|---|--|---|
| <ul style="list-style-type: none"> ○ The Head Teacher prioritises early reading; | <ol style="list-style-type: none"> 1. Reading room has had considerable investment to make it appealing to younger children. 2. LM is greatly involved in the management of phonics teaching and assessment. 3. A home book reading scheme has had considerable investment, with all of KS1 and EYFS in receipt of an entirely new scheme of home reading books with matches their phonics ability precisely. 4. Lesson observations and book scrutiny look at vocabulary, language acquisition and early reading skills such as oral recitation. 5. Reading diaries are scrutinised every half term to ensure that children are being listened to by a teacher/TA twice a week minimum. 6. In Good Work assemblies, children who read at home 3x a week are celebrated. This is audited weekly by SLT and monitored. See yearly scrutiny planner. 7. Children will have a story read to them at the end of every school day. This is an expectation. | <ul style="list-style-type: none"> ▪ Children are excited to explore new books and share with adults resulting in higher levels of vocabulary and recall ▪ Children are able to quickly locate and access phonetically decodable books in line with their ability resulting in sequential progress ▪ Parents/Carers have a greater understanding of the progression of phonics learning of their child resulting in secure home school links ▪ Parents/Carers are able to support their child in develop phonic skills and decode and read words, sentences and whole books ▪ All children are accessing regular reading with an adult resulting in greater progress |
| <ul style="list-style-type: none"> ○ Staff foster a love of reading; | <ol style="list-style-type: none"> 1. Every child is listened to by an adult within the classroom at least twice a week 2. Home time story is a non-negotiable 3. World book day is celebrated with many different whole school activities, such as teachers sharing their favourite books 4. Open books are displayed throughout continuous provision and classrooms, not just in a reading area. | <ul style="list-style-type: none"> ▪ Children are regularly practising and applying phonics skills, resulting in secure knowledge and fluency ▪ Children are immersed in a language and story rich environment, building a desire to read ▪ Children develop an ownership of stories |



| | | |
|--|--|--|
| | <ol style="list-style-type: none"> 5. EYFS provision is planned around a weekly set text to provide greater context and enjoyment of stories and poetry. 6. Swinemoor stories are greatly celebrated, with children taking home their own copy to share with family members. | and demonstrate great pride in sharing stories with their family, resulting in greater home school links. |
| <ul style="list-style-type: none"> ○ The content and sequence of the phonics programme supports progress; | <ol style="list-style-type: none"> 1. All staff in EYFS and KS1 follow the same systematic teaching of phonics, which is continuously assessed and reviewed by the class teachers. 2. Children are taught by their class teacher or a highly skilled TA and progress at a steady pace together. 3. Children who find it difficult to keep up with the whole class approach are given 'phonics booster' sessions to support their progression. 4. The school follows the Floppy's phonics scheme with actions from the scheme to support kinaesthetic learners | <ul style="list-style-type: none"> ▪ Teaching of phonics is sequential, substantive and rigorous, resulting in greater progress. ▪ All children have access to high quality first teaching resulting in greater progress and attainment ▪ Some children have access to targeted support resulting in increased progress and attainment ▪ All children develop kinaesthetic approaches, resulting in greater independence when reading. |
| <ul style="list-style-type: none"> ○ Reading books match the sounds that pupils know; | <ol style="list-style-type: none"> 1. A whole lower school reading scheme (Floppy's phonics) has been introduced for home reading books – this matches the progression and learning of each child exactly. For example, a child who has learnt the graphemes 'sh, th ng' in their phonics that fortnight will have book 10 (sh, th ng) as their home reading book the same fortnight, to embed and practise previously taught graphemes and phonemes. 2. All teachers use a unified tracking sheet to monitor this and ensure children are reading books to match the appropriate previously taught graphemes. 3. Home reading books are changed fortnight, to match exactly the children's phonics learning. 4. Within reading corners, there are phonetically appropriate books for the children to access and read in their own time. | <ul style="list-style-type: none"> ▪ Every child has home-reading books which match their abilities exactly, ensuring that they can access reading at home and raising standards. ▪ Tracking sheets are robust and ensure that all children's progress is monitored, ensuring progress for all. ▪ Reading corners are attractive and accessible, which fosters a love and developed confidence of reading for pleasure. |
| <ul style="list-style-type: none"> ○ Children are taught phonics from the start of reception; | <ol style="list-style-type: none"> 1. Formal and discreet phonics lessons are taught daily from the first full day of school for all children. This is evidenced through their phonics workbook, photographs, photocopied whiteboards | <ul style="list-style-type: none"> ▪ The immediate teaching of phonics ensures rapid progression and learning, resulting in |





| | | |
|---|---|---|
| | and embedding activities within their English books, and reading scrutiny that takes place in the first term of the year | higher levels of progress and attainment. |
| <ul style="list-style-type: none"> ○ Pupils who fall behind are supported to catch up quickly; | <ol style="list-style-type: none"> 1. All staff submit IEPs to the SENCO termly, which detail proactive responses in supporting children to catch up 2. PPG children are also monitored, and booster groups are planned effectively for those target children. 3. SEN and PPG progress is rigorously monitored by SLT and evidence base is triangulated by governors. 4. For children who have not achieved the recommended level in the phonics screening at the end of year 1, they are targeted with intervention programmes specific to their needs, as detailed on their individual education plans. This continues into Y3. 5. In years 3 and 4, children receiving phonics intervention will access 3 hours and 45 minutes a week of targeted intervention delivered to a small group during 3 slots of 1 hour and 15 minutes each. | <ul style="list-style-type: none"> ▪ SEND pupil's progress is monitored to ensure that provision is effective, resulting in high levels of progress. ▪ Targeted intervention results in every child having support to make increased progress. |
| <ul style="list-style-type: none"> ○ Staff are experts in early reading. | <ol style="list-style-type: none"> 1. There are high standards and expectations placed upon the teaching of phonics. All staff have received training on the school's expectations, and all phonics lessons follow the same scheme to ensure consistency in the quality of teaching, as documented through in-house phonics audits, lesson observations, reading scrutiny and reading standards. 2. Staff know and consistently use appropriate vocabulary within their teaching (phoneme, grapheme, digraph) and demonstrate an understanding of the pedagogy required to support excellence in early reading. (via scrutiny, lesson observations, report to governors) 3. Staff know the importance of language acquisition, vocabulary and early reading and this is demonstrated through WOW, III grids, portfolio and CHATTA lessons. | <ul style="list-style-type: none"> ▪ All staff are able to provide high quality teaching and provision as a result of their training and high fidelity to the scheme. ▪ Appropriate vocabulary ensures fidelity throughout the school, resulting in consistent teaching and therefore good attainment and progress for pupils. ▪ Oracy is prioritised and this results in increased vocabulary and language acquisition which ensures pupils are able to access a wide range of literature, improving their fluency and confidence when reading. |

For further information on how we teach and implement reading across the school, please visit our website at <https://swinemoorprimary.org.uk/swinemoor-primary-school-our-approachto-reading>





**APPENDIX I – Typical yearly monitoring and evaluating schedule.
APPENDIX II – Four stages of reading as published on website**

APPENDIX I – TYPICAL YEARLY MONITORING AND EVALUATING SCHEDULE

Reading is given a very high emphasis within our curriculum and our monitoring system. It cannot be the only subject under scrutiny, but as evident within the schedule, it is given a very high priority whilst also ensuring a broad and balanced curriculum.

| AUTUMN | SPRING | SUMMER |
|--|--|--|
| 06.09.21 INSET | 03.01.22 INSET | 25.04.22 INSET |
| 13.09.21 WRITING SCRUTINY | 10.01.22 PHONICS/READING SCRUTINY | 02.05.22 MATHS SCRUTINY |
| 20.09.21 WRITING SCRUTINY | 17.01.22 LESSON OBSERVATIONS | 09.05.22 KS2 SATs WEEK |
| 27.09.21 WRITING SCRUTINY | 24.01.22 PHONICS/READING SCRUTINY | 16.05.22 LESSON OBSERVATIONS |
| 04.10.21 WRITING SCRUTINY | 31.01.22 PHONICS/READING SCRUTINY | 23.05.22 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY |
| 11.10.21 LESSON OBSERVATIONS | 07.02.22 PHONICS/READING SCRUTINY | 30.05.22 HALF TERM |
| 18.10.21 IEP SCRUTINY (Inc phonic screen Y3) READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY | 14.02.22 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY | 06.06.22 SUBJECT LEADER INTERVIEWS MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED |
| 25.10.22 HALF TERM | 21.02.22 HALF TERM | 13.06.22 MATHS SCRUTINY |
| 01.11.21 SUBJECT LEADER INTERVIEWS | 28.02.22 IEPs WRITTEN & DISTRIBUTED SUBJECT LEADER INTERVIEWS | 20.06.22 MATHS SCRUTINY |
| 08.11.21 MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED | 07.03.22 PHONICS/READING SCRUTINY | 27.06.22 MATHS SCRUTINY |
| 15.11.21 MATHS SCRUTINY | 14.03.22 CHRT & CLASS ANALYSES TO SMT PUPIL PROGRESS DATA IN OTRAC | 04.07.22 REPORTS IN FOR STAFF READING PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT |
| 22.11.21 MATHS SCRUTINY REPORTS IN FOR STAFF READING | 21.03.22 REPORTS IN FOR STAFF READING PHONICS/READING SCRUTINY | 11.07.22 REPORTS OUT SMT AUDIT ASSESSMT & APP FILE IEP SCRUTINY |
| 29.11.21 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT | 28.03.22 SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT IEP SCRUTINY | 18.07.22 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY |
| 06.12.21 MATHS SCRUTINY SMT AUDIT ASSESS & APP FILE IEP SCRUTINY (Inc phonic screen Y3) | 04.04.22 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY | 25.07.22 |
| 13.12.21 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY | 11.04.22 | |
| 20.12.21 | | |



We have a very progressive reading curriculum as detailed on our Intent, Implementation and Impact documents available on the website. Early reading is very much within the context of the four stages of reading as published on our website, in particular first two stages and progressing into the third. As we teach reading, this is at the forefront of our pedagogy and a continuum

READING APPROACHES/ STRATEGIES



PICTURE BOOKS



These are the building blocks for understanding story structure, vocabulary and sentences. Children learn which way round to hold the book; that we read from left to right, following the pictures in order, and from the top of the page to the bottom. The story is linked to the pictures. This will help them to use pictorial cues as their reading develops.

Picture books enable children to discuss a story and to build their confidence in re-telling it. Talking about the pictures is enjoyable, inspiring their imagination. Children can see the fun in reading, right from the start.



APPENDIX II – FOUR STAGES OF READING





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READING APPROACHES/ STRATEGIES



PHONICS



Children learn that the letter(s) on a page represent the sounds in spoken words. They are taught the letter names and the letter sounds systematically in small groups on a daily basis, eventually learning how to sound out and blend unfamiliar printed words.

This will be developed by reading books consistent with their developing phonic skills. Their knowledge of common exception words will also be developed. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.



APPENDIX II – FOUR STAGES OF READING





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READING APPROACHES/ STRATEGIES



CONTEXTUALISATION



Children are increasingly taught that the words they read have a meaning, for example in telling a story, rather than just learning how to read lists of words. In this way, they also understand that reading has a purpose. They are taught to check that the word they have decoded fits in with what else they have read. Words and sentences make sense in the context of what they already know about the topic or story.

New words are also introduced and explained within the context of what they are reading. Eventually, the meaning of unknown words can often be worked out from the context of a story or information text.





We have a very progressive reading curriculum as detailed on our Intent, Implementation and Impact documents available on the website. Early reading is very much within the context of the four stages of reading as published on our website, in particular first two stages and progressing into the third. As we teach reading, this is at the forefront of our pedagogy and a continuum

READING APPROACHES/ STRATEGIES



INFERENCE



Children are taught to seek meaning in what they read. It is the understanding of the text. This can be very obvious and literal but can also be hidden. Children learn to infer the not-so-obvious meanings that are often hinted at in fiction and non-fiction texts. They are taught to find clues in the text and to add those to what they already know. Children are taught to develop and apply this skill to reading, eventually having to back up their inferences with evidence from the text, so that they are sure it makes sense in the context.

Inference is closely related to prediction and anticipation. Exciting books require a lot of inference. When children become experts at inferring, they become lost in the world that the book is creating – they cannot wait to turn the page – they are reading for pleasure!





Swinemoor – Statement of intent and implementation regarding accredited schemes.

At Swinemoor, we take a considered and researched approach in implementing the curriculum at every level. This involves the purchasing, and implementing of ‘schemes of work’ from external agencies as well as creating our own, bespoke resources which are tailored to a high specification and designed with Swinemoor pupils and their particular needs in mind. Below is an analysis which is by no means exhaustive, but an insight into the very high standards and reflection which is given to our approach of using schematic resources.

These approaches can be categorised as follows:

- Bespoke schemes: Schemes built specifically for and by the staff and pupils of Swinemoor School
- Tailored schemes: Schemes that are broadly followed, but adapted and tailored to suit specific needs of Swinemoor pupils
- Prescriptive Scheme: An accredited scheme from an external agency which is followed systematically

| Bespoke Schemes | |
|---|--|
| <u>Learning Beyond the Classroom</u> | <p>Learning Beyond the Classroom is a homework manual that children can work through at their leisure. There are tasks to compliment every area of the curriculum, and these are divided into four sections:</p> <ul style="list-style-type: none"> • Academic • Family • Watching & listening • Out & About <p>Learning Beyond the Classroom closely follows the National Curriculum in order to ensure that it is progressive, with the skills and knowledge required in every year group being built up as the scheme develops.</p> |
| <u>Graduate Awards</u> | <p>This knowledge-based Graduate Awards Programme is designed to complement this and appeal to the children’s scholarly aspirations. Children who wish to become Graduates in the available study topics can elect to study at home and in school during their own time, taking the Graduate Test when they know they are ready.</p> <p>Upon graduation, they will receive a badge which they can wear on their school uniform with pride.</p> <p>This will further demonstrate to their peers, parents, school visitors and the wider community just how dedicated they are to their studies.</p> |
| Tailored Schemes | |
| <u>Phonics approach (Letters and Sounds)</u> | <p>The school uses Letters and Sounds as a systematic approach to the order in which we introduce new graphemes and phonemes. However, phonics lessons are consistent in their use of action prompts to support kinaesthetic learners as well as teacher made and produced resources appropriate for the specific cohort of children.</p> |



| | |
|---|---|
| <u>Speech and Language ('SELSA')</u> | This scheme draws on the fundamental approach of the Emotional Literacy Support Assistant scheme which is An educational psychology led intervention for promoting the emotional wellbeing of children and young people. This scheme is only available in specific areas of the country, and therefore we are not an accredited provider. As such, we draw on the fundamental approaches that ELSA endorse and prescribe, and adapt to cater to the specific needs of the children within Swinemoor School. |
| <u>French Phonics</u> | Used as a teaching point for the pronunciation and the accompanying actions so the French teaching for phonics is relatable to the way English is taught in KS1 and EYFS. It is used as a part of a wider plan and scheme of lessons designed by the class teachers, rather than as a whole approach. |
| Prescriptive Schemes | |
| <u>Maths No Problem</u> | A bundle of primary and early years resources for mathematics. Includes lesson plans, teacher guides, workbooks and textbooks. It is accredited by the DfE and endorsed by NCETEM and OFSTED. It uses a combination of the Singapore approach to teaching mathematics as well as its own researched approach. All staff across the school follow the prescriptive approach, supported by C Stanley and the Maths Research Hub to develop practioner's skills and help implement a whole school approach to mathematics. |
| <u>Jigsaw PHSE</u> | Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing well-structured, progressive lesson plans with all teaching resources included. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. |
| <u>Collins Handwriting Scheme</u> | A whole-school programme designed to support children in developing a clear and fluent style of writing. Using precursive and cursive handwriting styles, the programme progresses from introducing the movements and patterns needed to form letters, through to the development of a personal style. |
| <u>Oxford Owl Spellings; Read Write Inc Spelling</u> | <i>Read Write Inc. Spelling</i> is a 15-minute-a-day programme for Years 2 to 6 (P3–P7). Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, <i>Read Write Inc. Spelling</i> prepares children for the higher demands of the statutory spelling assessments in England. |

Introduction

Dictation, simply stated, is the process of writing down what someone else has said. It has been used in educational settings throughout history. There is much research as to the positive impacts of dictation in improving language skills, memory and retention skills, understanding of vocabulary and sentence structure. Key researchers include Zeigarnik (1927), Morris (1983) and Montalvan (1990).

At Swinemoor Primary School, pupils struggle to retain and recall facts. Many have limited vocabulary as well as poor secretarial skills. The use of regular dictation will build upon the vocabulary work already implemented and will complement the oracy focus already in place. As well as imparting ‘sticky knowledge’, it is important in this context to think about the children as substrates which also need to be made more ‘sticky’ themselves. (See appendix – Rationale behind the use of dictation.)

Post lockdowns, there was some experimentation with (lengthy) dictation as one of the methods of ‘catch-up’. This was sporadic and not necessarily very effective, beyond teaching some facts. It was also seen by staff to be outdated and cumbersome.

Consequently, the daily dictation sentences will be short, clear, progressive, relevant, focused and have pace, with an element of competition.

In Practice

All pupils across the school will take part in daily dictation at the beginning of each English lesson. The same sentence will be used throughout the week, with immediate daily feedback. Each sentence will be developed from subject-specific vocabulary, highlighted in the relevant III documents, which will also become the Word of the Week. The sentences will be carefully constructed by year group staff, then subjected to peer-on-peer review to ensure accuracy and progression. (In EYFS, pupils will repeat the sentence orally, rather than writing it down.)

Research Focus

Does daily dictation improve English skills (particularly those involved in listening, transcribing and reiterating) as well as vocabulary knowledge and understanding?

Hypothesis: it is expected that regular (daily) dictation will improve the speed and accuracy of sentence writing, as well as increase retention, recall and reiteration of key subject vocabulary.

Design and Methodology

Although all pupils are involved in the intervention itself, a sample will be used for the purpose of research. This will comprise of 5 children from each mixed year group. *These will be the same children who were tested on their understanding of Word of the Week the previous academic year. Consequently, the results from these pupils last year will act as a comparative ‘control’ group.* (There will be no testing of EYFS pupils this year due to their ‘dictation’ work being verbal.)

The children are a cross-section of boys and girls; PPG and non-PPG; SEND; EAL; HAPs, MAPs and LAPs.

The difference between the control group and the test group is the delivery of the dictation, rather than the children themselves. This difference in delivery includes improved clarity, regularity, focus, progression and understanding of the purpose. (See above.)

Data will be compared between the control group and the test group to show the effectiveness of appropriate dictation. Data will also be compared within the test group to show progress and retention throughout the year, as well as between children with different attributes.

Delivery

The test group will have a baseline assessment at the beginning of both autumn half-terms; they will take part in daily dictation in their classes; then, at the end of both half-terms, they will be given the same assessments. At the end of the academic year, a further assessment will take place which will be comprised of a mix of both previous assessments. (See Appendix.)

The assessment tests – Swinemoor Dictation and Vocabulary Acquisition - will be developed from the Word of the Week and the dictation sentences for the corresponding half-term. These will be created and delivered by the English co-ordinator, under timed test conditions.

Measurements

The assessment tests will measure: understanding of vocabulary; accurate recording of sentences (correct words, punctuation and spelling); and the amount of words written in a given time (speed). These will all be calculated as percentages. (See Results tables.)

Results

The following tables show comparative results between the control group and the test group, as well as within the test group – over time and between different children.

Results - CONTROL GROUP AND TEST GROUP

1a) Correct definition of vocabulary (Word of the Week)

| GROUP | AUTUMN (AVE) | SUMMER (AVE) | DIFFERENCE |
|------------|--------------|--------------|------------|
| CONTROL F | 6% | 50% | +44% |
| TEST Y1 | 9% | 59% | +50% |
| CONTROL Y1 | 15% | 50% | +35% |
| TEST Y2 | 22% | 100% | +78% |
| CONTROL Y2 | 25% | 67% | +42% |
| TEST Y3 | 33% | 83% | +50% |
| CONTROL Y3 | 10% | 33% | +23% |
| TEST Y4 | 29% | 63% | +34% |
| CONTROL Y4 | 20% | 50% | +30% |
| TEST Y5 | 17% | 83% | +66% |
| CONTROL Y5 | 33% | 67% | +34% |
| TEST Y6 | 34% | 100% | +66% |

(NB This table enables comparison between control and test groups as year groups and also the same children.

Control group F became test group Y1; control group Y1 became test group Y2; and so on.)

Further Tables of Results – individual children and specified groups – comparisons (**TEST GROUP**)

1b) Correct **definition of vocabulary** (Word of the Week)

| CHILD | ATTRIBUTES | SEPT | OCT | Difference | | NOV | DEC | Difference | | JULY | Diff from Sept |
|-------|--------------------------|------|-----|------------|--|-----|------|------------|--|------|----------------|
| GJ | Y1/2 B LAP PPG | 0% | 0% | 0% | | 0% | 83% | +83% | | 50% | +50% |
| WS | Y1/2 B MAP NPPG | 17% | 0% | -17% | | 50% | 100% | +50% | | 67% | +50% |
| MN | Y1/2 G MAP PPG | 0% | 17% | +17% | | 67% | 100% | +33% | | 100% | +100% |
| TC | Y1/2 B HAP NPPG | 17% | 50% | +33% | | 67% | 100% | +33% | | 100% | +83% |
| HT | Y1/2 G HAP NPPG | 50% | 0% | -50% | | 50% | 100% | +50% | | 100% | +50% |
| | AVE Y1/2 | 17% | 13% | -4% | | 47% | 97% | +50% | | 83% | +66% |
| HB | Y3/4 B MAP NPPG | 33% | 83% | +50% | | 17% | 67% | +50% | | 83% | +50% |
| BB | Y3/4 G LAP PPG | 17% | 50% | +33% | | 0% | 50% | +50% | | 50% | +33% |
| JH | Y3/4 G MAP PPG | 33% | 50% | +17% | | 17% | 67% | +50% | | 50% | +17% |
| RH | Y3/4 B HAP NPPG | 33% | 50% | +17% | | 33% | 33% | 0% | | 67% | +33% |
| EH | Y3/4 G HAP NPPG | 33% | 83% | +50% | | 33% | 50% | +17% | | 83% | +50% |
| | AVE Y3/4 | 30% | 63% | +33% | | 20% | 53% | +33% | | 67% | +37% |
| MA | Y5/6 B LAP PPG EAL SEND | 17% | 50% | +33% | | 0% | 50% | +50% | | 67% | +50% |
| LV | Y5/6 B MAP NPPG EAL SEND | 0% | 83% | +83% | | 0% | 83% | +83% | | 83% | +83% |
| LS | Y5/6 G MAP PPG | 17% | 50% | +33% | | 0% | 100% | +100% | | 100% | +83% |
| LH | Y5/6 G HAP NPPG SEND | 17% | 50% | +33% | | 33% | 83% | +50% | | 100% | +83% |
| MG | Y5/6 B HAP PPG | 50% | 83% | +33% | | 17% | 67% | +50% | | 100% | +50% |
| | AVE Y5/6 | 20% | 63% | +43% | | 10% | 77% | +67% | | 90% | +70% |
| | OVERALL AVERAGE | 22% | 46% | +24% | | 26% | 76% | +50% | | 80% | +58% |
| | AVE BOYS | 21% | 50% | +29% | | 23% | 73% | +50% | | 77% | +56% |
| | AVE GIRLS | 24% | 43% | +19% | | 29% | 79% | +50% | | 83% | +59% |
| | AVE PPG | 19% | 43% | +24% | | 14% | 74% | +60% | | 74% | +55% |
| | AVE NPPG | 25% | 50% | +25% | | 35% | 77% | +42% | | 85% | +60% |
| | AVE SEND | 11% | 61% | +50% | | 11% | 72% | +61% | | 83% | +72% |
| | AVE EAL | 9% | 67% | +58% | | 0% | 67% | +67% | | 75% | +66% |
| | AVE HAP | 33% | 53% | +20% | | 39% | 72% | +33% | | 92% | +59% |
| | AVE MAP | 17% | 47% | +30% | | 25% | 86% | +61% | | 81% | +64% |
| | AVE LAP | 11% | 33% | +22% | | 0% | 61% | +61% | | 56% | +45% |

2) Words written down

| CHILD | ATTRIBUTES | SEPT | OCT | Difference | | NOV | DEC | Difference | | JULY | Diff from Sept |
|-------|--------------------------|------|------|------------|--|------|------|------------|--|------|----------------|
| GJ | Y1/2 B LAP PPG | 28% | 58% | +30% | | 46% | 63% | +17% | | 88% | +50% |
| WS | Y1/2 B MAP NPPG | 65% | 95% | +30% | | 63% | 63% | 0% | | 100% | +35% |
| MN | Y1/2 G MAP PPG | 88% | 95 % | +7% | | 100% | 100% | 0% | | 100% | +22% |
| TC | Y1/2 B HAP NPPG | 75% | 100% | +25% | | 100% | 96% | -4% | | 100% | +25% |
| HT | Y1/2 G HAP NPPG | 100% | 98% | -2% | | 93% | 93% | 0% | | 100% | 0% |
| | AVE Y1/2 | 71% | 89% | +18% | | 80% | 83% | +3% | | 98% | +27% |
| HB | Y3/4 B MAP NPPG | 62% | 100% | +38% | | 98% | 96% | -2% | | 100% | +38% |
| BB | Y3/4 G LAP PPG | 80% | 100% | +20% | | 79% | 96% | +17% | | 100% | +20% |
| JH | Y3/4 G MAP PPG | 98% | 100% | +2% | | 93% | 100% | +7% | | 100% | +2% |
| RH | Y3/4 B HAP NPPG | 80% | 98% | +18% | | 96% | 100% | +4% | | 100% | +20% |
| EH | Y3/4 G HAP NPPG | 100% | 100% | 0% | | 100% | 100% | 0% | | 100% | 0% |
| | AVE Y3/4 | 84% | 100% | +16% | | 93% | 98% | +6% | | 100% | +16% |
| MA | Y5/6 B LAP PPG EAL SEND | 61% | 100% | +39% | | 65% | 98% | +33% | | 100% | +39% |
| LV | Y5/6 B MAP NPPG EAL SEND | 72% | 97% | +25% | | 77% | 100% | +23% | | 100% | +28% |
| LS | Y5/6 G MAP PPG | 100% | 100% | 0% | | 95% | 100% | +5% | | 100% | 0% |
| LH | Y5/6 G HAP NPPG SEND | 100% | 99% | -1% | | 99% | 100% | +1% | | 100% | 0% |
| MG | Y5/6 B HAP PPG | 100% | 100% | 0% | | 98% | 100% | +2% | | 100% | 0% |
| | AVE Y5/6 | 87% | 99% | +12% | | 87% | 100% | +13% | | 100% | +13% |
| | OVERALL AVERAGE | 81% | 96% | +15% | | 87% | 94% | +7% | | 99% | +18% |
| | AVE BOYS | 68% | 94% | +26% | | 80% | 90% | +10% | | 99% | +31% |
| | AVE GIRLS | 95% | 99% | +4% | | 94% | 98% | +4% | | 100% | +5% |
| | AVE PPG | 79% | 93% | +14% | | 82% | 94% | +12% | | 98% | +19% |
| | AVE NPPG | 82% | 98% | +16% | | 91% | 94% | +3% | | 100% | +18% |
| | AVE SEND | 78% | 99% | +21% | | 80% | 99% | +19% | | 100% | +22% |
| | AVE EAL | 67% | 99% | +32% | | 71% | 99% | +28% | | 100% | +33% |
| | AVE HAP | 93% | 99% | +6% | | 98% | 98% | 0% | | 100% | +7% |
| | AVE MAP | 81% | 98% | +17% | | 88% | 93% | +5% | | 100% | +19% |
| | AVE LAP | 56% | 86% | +30% | | 63% | 86% | +23% | | 96% | +40% |

3) Correct words written

| CHILD | ATTRIBUTES | SEPT | OCT | Difference | | NOV | DEC | Difference | | JULY | Diff from Sept |
|-------|--------------------------|------|------|------------|--|-----|------|------------|--|------|----------------|
| GJ | Y1/2 B LAP PPG | 15% | 55% | +40% | | 33% | 59% | +26% | | 83% | +68% |
| WS | Y1/2 B MAP NPPG | 60% | 88% | +28% | | 67% | 63% | -4% | | 100% | +40% |
| MN | Y1/2 G MAP PPG | 85% | 88% | +3% | | 89% | 96% | +7% | | 100% | +15% |
| TC | Y1/2 B HAP NPPG | 75% | 100% | +25% | | 96% | 96% | 0% | | 98% | +25% |
| HT | Y1/2 G HAP NPPG | 95% | 98% | +3% | | 93% | 93% | 0% | | 100% | +5% |
| | AVE Y1/2 | 66% | 86% | +20% | | 76% | 81% | +5% | | 96% | +30% |
| HB | Y3/4 B MAP NPPG | 54% | 100% | +46% | | 93% | 96% | +3% | | 100% | +46% |
| BB | Y3/4 G LAP PPG | 80% | 98% | +18% | | 75% | 96% | +21% | | 100% | +20% |
| JH | Y3/4 G MAP PPG | 98% | 100% | +2% | | 91% | 98% | +7% | | 100% | +2% |
| RH | Y3/4 B HAP NPPG | 72% | 96% | +24% | | 93% | 100% | +7% | | 100% | +28% |
| EH | Y3/4 G HAP NPPG | 96% | 100% | +4% | | 96% | 100% | +4% | | 100% | +4% |
| | AVE Y3/4 | 80% | 99% | +19% | | 90% | 98% | +8% | | 100% | +20% |
| MA | Y5/6 B LAP PPG EAL SEND | 57% | 93% | +36% | | 63% | 98% | +35% | | 100% | +43% |
| LV | Y5/6 B MAP NPPG EAL SEND | 70% | 96% | +26% | | 76% | 100% | +24% | | 100% | +30% |
| LS | Y5/6 G MAP PPG | 98% | 100% | +2% | | 95% | 100% | +5% | | 100% | +2% |
| LH | Y5/6 G HAP NPPG SEND | 98% | 97% | -1% | | 95% | 100% | +5% | | 100% | +2% |
| MG | Y5/6 B HAP PPG | 98% | 100% | +2% | | 98% | 100% | +5% | | 100% | +2% |
| | AVE Y5/6 | 84% | 97% | +13% | | 85% | 100% | +15% | | 100% | +16% |
| | OVERALL AVERAGE | 77% | 94% | +17% | | 84% | 93% | +9% | | 99% | +22% |
| | AVE BOYS | 63% | 91% | +28% | | 77% | 89% | +12% | | 98% | +35% |
| | AVE GIRLS | 93% | 97% | +4% | | 91% | 98% | +7% | | 100% | +7% |
| | AVE PPG | 76% | 91% | +15% | | 78% | 92% | +14% | | 98% | +22% |
| | AVE NPPG | 78% | 97% | +19% | | 89% | 94% | +5% | | 100% | +22% |
| | AVE SEND | 75% | 95% | +20% | | 78% | 99% | +21% | | 100% | +25% |
| | AVE EAL | 64% | 95% | +31% | | 70% | 99% | +29% | | 100% | +36% |
| | AVE HAP | 89% | 99% | +10% | | 95% | 98% | +3% | | 100% | +11% |
| | AVE MAP | 78% | 95% | +17% | | 85% | 92% | +7% | | 100% | +22% |
| | AVE LAP | 51% | 82% | +31% | | 57% | 84% | +27% | | 94% | +43% |

4) Correct punctuation

| CHILD | ATTRIBUTES | SEPT | OCT | Difference | | NOV | DEC | Difference | | JULY | Diff from Sept |
|-------|--------------------------|------|------|------------|--|-----|------|------------|--|------|----------------|
| GJ | Y1/2 B LAP PPG | 0% | 50% | +50% | | 0% | 72% | +72% | | 75% | +75% |
| WS | Y1/2 B MAP NPPG | 0% | 50% | +50% | | 0% | 89% | +89% | | 75% | +75% |
| MN | Y1/2 G MAP PPG | 17% | 67% | +50% | | 94% | 100% | +6% | | 100% | +83% |
| TC | Y1/2 B HAP NPPG | 50% | 92% | +42% | | 56% | 61% | +5% | | 75% | +25% |
| HT | Y1/2 G HAP NPPG | 50% | 75% | +25% | | 67% | 89% | +22% | | 100% | +50% |
| | AVE Y1/2 | 23% | 67% | +44% | | 43% | 82% | +39% | | 85% | +62% |
| HB | Y3/4 B MAP NPPG | 50% | 75% | +25% | | 18% | 82% | +64% | | 94% | +44% |
| BB | Y3/4 G LAP PPG | 67% | 92% | +25% | | 65% | 94% | +29% | | 94% | +27% |
| JH | Y3/4 G MAP PPG | 50% | 100% | +50% | | 18% | 88% | +70% | | 94% | +44% |
| RH | Y3/4 B HAP NPPG | 67% | 100% | +33% | | 65% | 94% | +29% | | 94% | +27% |
| EH | Y3/4 G HAP NPPG | 92% | 100% | +8% | | 76% | 100% | +24% | | 94% | +2% |
| | AVE Y3/4 | 65% | 93% | +28% | | 48% | 92% | +44% | | 94% | +29% |
| MA | Y5/6 B LAP PPG EAL SEND | 33% | 56% | +23% | | 29% | 89% | +60% | | 100% | +67% |
| LV | Y5/6 B MAP NPPG EAL SEND | 33% | 100% | +67% | | 43% | 94% | +49% | | 100% | +67% |
| LS | Y5/6 G MAP PPG | 67% | 94% | +27% | | 57% | 94% | +37% | | 100% | +33% |
| LH | Y5/6 G HAP NPPG SEND | 44% | 89% | +45% | | 34% | 63% | +29% | | 100% | +56% |
| MG | Y5/6 B HAP PPG | 78% | 94% | +16% | | 37% | 83% | +46% | | 100% | +22% |
| | AVE Y5/6 | 51% | 87% | +36% | | 40% | 85% | +45% | | 100% | +49% |
| | OVERALL AVERAGE | 46% | 82% | +36% | | 44% | 86% | +42% | | 93% | +47% |
| | AVE BOYS | 39% | 77% | +38% | | 31% | 83% | +52% | | 89% | +50% |
| | AVE GIRLS | 55% | 88% | +33% | | 59% | 90% | +31% | | 97% | +42% |
| | AVE PPG | 45% | 79% | +34% | | 43% | 89% | +46% | | 95% | +50% |
| | AVE NPPG | 48% | 85% | +37% | | 45% | 84% | +39% | | 92% | +44% |
| | AVE SEND | 37% | 82% | +45% | | 35% | 82% | +47% | | 100% | +63% |
| | AVE EAL | 33% | 78% | +45% | | 36% | 92% | +56% | | 100% | +67% |
| | AVE HAP | 64% | 92% | +28% | | 56% | 82% | +26% | | 94% | +30% |
| | AVE MAP | 36% | 81% | +45% | | 38% | 91% | +53% | | 94% | +58% |
| | AVE LAP | 33% | 66% | +33% | | 31% | 85% | +54% | | 90% | +57% |

5) Correct spelling

| CHILD | ATTRIBUTES | SEPT | OCT | Difference | | NOV | DEC | Difference | | JULY | Diff from Sept |
|-------|--------------------------|------|-----|------------|--|-----|-----|------------|--|------|----------------|
| GJ | Y1/2 B LAP PPG | 5% | 10% | +5% | | 30% | 43% | +13% | | 63% | +58% |
| WS | Y1/2 B MAP NPPG | 35% | 58% | +23% | | 32% | 59% | +27% | | 78% | +43% |
| MN | Y1/2 G MAP PPG | 63% | 63% | 0% | | 80% | 91% | +11% | | 95% | +32% |
| TC | Y1/2 B HAP NPPG | 50% | 68% | +18% | | 65% | 72% | + 7% | | 93% | +50% |
| HT | Y1/2 G HAP NPPG | 65% | 75% | +10% | | 74% | 91% | +17% | | 90% | +35% |
| | AVE Y1/2 | 44% | 55% | +11% | | 56% | 71% | +15% | | 84% | +40% |
| HB | Y3/4 B MAP NPPG | 36% | 92% | +56% | | 68% | 84% | +16% | | 100% | +64% |
| BB | Y3/4 G LAP PPG | 62% | 94% | +32% | | 64% | 86% | +22% | | 96% | +34% |
| JH | Y3/4 G MAP PPG | 68% | 76% | +8% | | 59% | 71% | +12% | | 93% | +25% |
| RH | Y3/4 B HAP NPPG | 54% | 94% | +40% | | 86% | 95% | +11% | | 98% | +44% |
| EH | Y3/4 G HAP NPPG | 86% | 98% | +12% | | 96% | 98% | +2% | | 98% | +12% |
| | AVE Y3/4 | 61% | 91% | +30% | | 75% | 87% | +12% | | 97% | +36% |
| MA | Y5/6 B LAP PPG EAL SEND | 33% | 70% | +37% | | 40% | 86% | +46% | | 96% | +63% |
| LV | Y5/6 B MAP NPPG EAL SEND | 55% | 94% | +39% | | 61% | 95% | +34% | | 97% | +42% |
| LS | Y5/6 G MAP PPG | 76% | 96% | +20% | | 86% | 99% | +13% | | 99% | +23% |
| LH | Y5/6 G HAP NPPG SEND | 67% | 72% | +5% | | 54% | 78% | +24% | | 92% | +25% |
| MG | Y5/6 B HAP PPG | 85% | 96% | +11% | | 87% | 94% | +7% | | 99% | +14% |
| | AVE Y5/6 | 63% | 86% | +23% | | 66% | 90% | +24% | | 97% | +34% |
| | OVERALL AVERAGE | 56% | 77% | +21% | | 66% | 83% | +17% | | 93% | +37% |
| | AVE BOYS | 44% | 73% | +29% | | 59% | 79% | +20% | | 91% | +47% |
| | AVE GIRLS | 70% | 82% | +12% | | 73% | 88% | +15% | | 95% | +25% |
| | AVE PPG | 56% | 72% | +16% | | 64% | 81% | +17% | | 92% | +36% |
| | AVE NPPG | 56% | 81% | +25% | | 67% | 84% | +17% | | 93% | +37% |
| | AVE SEND | 52% | 79% | +27% | | 52% | 86% | +34% | | 95% | +43% |
| | AVE EAL | 44% | 82% | +38% | | 51% | 91% | +40% | | 97% | +53% |
| | AVE HAP | 68% | 84% | +16% | | 77% | 88% | +11% | | 95% | +27% |
| | AVE MAP | 56% | 80% | +24% | | 64% | 83% | +19% | | 94% | +38% |
| | AVE LAP | 33% | 58% | +25% | | 45% | 72% | +27% | | 85% | +52% |

Analysis

Table 1a) Each test group shows improvement in knowledge and understanding of vocabulary when compared to the control group. The % increase ranges from 9% (EYFS to Y1) to 50% (Y1 to Y2), with the average being 29%

Table 1b) All year groups show improvement in knowledge and understanding of vocabulary between September and July. The average % change is +58%. The highest % change is +70% in Y5/6.

Similarly, all groups show improvement, with SEND, EAL and MAPs being above average.

Table 2) All year groups show improvement in the number of words written down (ie speed) between September and July, with the average % change being +18%. The younger the pupils, the greater the improvement.

Similarly, all groups show improvement in the number of words written down (ie speed), with boys, PPG, SEND, EAL, MAPs and LAPs being above average (particularly high for EAL and LAPs).

Table 3) All year groups show improvement in the number of correct word written down between September and July, with the average % change being +22%. Again, the younger the pupils, the greater the improvement.

Similarly, all groups show improvement in the number of correct words written down, with boys, SEND, EAL and LAPs being well above average.

Table 4) All year groups show improvement in punctuation between September and July, with the average % change being +47%. The highest % change is +62% in Y1/2.

Similarly, all groups show improvement in punctuation, with boys, PPG, SEND, EAL, MAPs and LAPs being above average (particularly high for SEND, EAL, MAPs and LAPs).

Table 5) All year groups show improvement in spelling between September and July, with the average % change being +37%. The younger the pupils, the greater the improvement.

Similarly, all groups show improvement in spelling, boys, SEND, EAL and LAPs being well above average.

Conclusions

Hypothesis: it is expected that regular (daily) dictation will improve the speed and accuracy of sentence writing, as well as increase retention, recall and reiteration of key subject vocabulary.

Throughout the year, all pupils have made significant improvements in their knowledge and understanding of vocabulary and their English skills. Moreover, there are significant differences between the control group and the test group for almost all year groups.

This can be attributed, *at least in part*, to the implementation and execution of daily dictation throughout the year. Obviously, children are going to make progress in these skills through other teaching methods; however, the use of the control group shows increased acquisition and progress, beyond what would normally occur in an academic year.

Although the test sample of children was quite small (5%), teachers themselves testify to rapid improvement made by all pupils. They now speak about dictation as being relevant and very helpful in enabling pupils to understand high-level vocabulary.

Furthermore, in Y5/6 in particular, the use of daily dictation served as a vehicle for the teaching of complex punctuation in a meaningful and relevant way. Pupils were able to understand the use of punctuation marks and (correctly) apply them to their work far more quickly than usual.

Consequently, daily dictation will continue to be used as a valuable tool in improving the speed and accuracy of sentence writing as well as increasing retention, recall and reiteration of key subject vocabulary. It will remain on the school development plan so that it can be fully embedded. There will be an expectation that within class, in assemblies and during learning walks that pupils will answer questions pertaining to their prior learning in full sentences, using the vocabulary and grammar that has been taught.

Furthermore, as the school embarks upon its next step in English – that of improving inference skills – it is expected that the dictation work will act as a foundation for this, as unless one has some background knowledge and vocabulary skills, it is very difficult to infer accurately. It will be fascinating to observe how this progresses.

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Appendix

A) Rationale behind the use of dictation (SPS)

B) Example of assessment test – Swinemoor Dictation and Vocabulary Acquisition

Receive, Record, Retain: Swinemoor Primary School Dictations Project.

Definitions of terms used within this document:

Dictate - To speak something aloud for a person, so that it can be written down.

Retain - To keep, or continue to have something committed to memory.

Record - To keep information for the future, by writing it down.

Secretarial skills - A fluid hand and practice of holding a thought in head whilst writing.

Why dictate?

The 'Zeigarnik effect' (Zeigarnick, 1927) argues that dictation helps task-specific tension, which improves retention and cognitive accessibility of the relevant contents. Likewise, Morris (1983:126) also accentuates that "Dictation is a test of integrative skills and a most useful tool in listening training and training in self-reliance".

Montalvan (1990) lists the advantages of dictation, and the most important ones are as follows:

1. Dictation can help develop all four language skills in an integrative way.
2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening to dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.

There is much research as to the positive impacts on dictation when improving a multitude of skills and retention of information. Pupils at Swinemoor struggle to retain facts and information in their long-term memory, something that research has proven dictation can improve. Equally, as stated by Montalvan, the act of dictation can lead to improvements in oral communication, a key focus of improvement in all areas of the curriculum at Swinemoor.

What is it?

- 4 way' dictated sentences for each subject – EYFS, Lower, Middle and Upper school.
- For EYFS this would be oral – 'repeat after me'
- From year 1 onwards – HAP/MAP/LAP dictation and written
- Tier words from III to appear within dictated sentences

There are 12 weeks to each term. English will not need dictation.

- ⇒ Maths – 2 dictations
- ⇒ Science – 2 dictations
- ⇒ Technology/RE etc – 2 dictations

- ⇒ Foundation subjects – 1 dictation

- Co-ordinators will need to find the III vocabulary words, cross reference with WoW and write the dictations.
- The sentences will need to maintain English written expectations for year groups – e.g. parenthesis, apostrophes etc.

What is it not?

It's not hour long reading from textbook. It is not old fashioned. It is not the dictation of whole poems. It's short, sharp and focused on secretarial skills, grammar and T3 words that need defining. This therefore enhances and compliments WOW and CHATTA.

What do we aim to achieve?

Recovery is the main aim of this project. We need to recover secretarial endurance, we need to recover consistency of grammar and the idea the text speak we had on google classrooms isn't good enough in physical written forms in our books. We aim to develop T3 words and enable the children to use them in context. This compliments CHATTA work but is not instead of our CHATTA use.

We also aim to achieve some catch up. Depth of learning may not be as if we haven't had lock down but we can still recover NCPOS. (National Curriculum Program of Study)

A football analogy that may be useful – returning to full fitness.

There are three areas a footballer needs to develop to be at full fitness. Touch, endurance and conditioning.

Touch is physical skills such as muscle memory. Handwriting, sitting still and positioning yourself correctly at a desk. These are skills that were lost and eroded during lockdown

Endurance is being able to sit and write for twenty or forty minutes. The stamina of concentration that many of our children find difficult.

Conditioning is dictation. Listening carefully and recording accurately.

Summary

“The world ain't all sunshine and rainbows. It's a very mean and nasty place, and I don't care how tough you are, it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't about how hard you hit. It's about how hard you can get hit and keep moving forward; how much you can take and keep moving forward.”

We go from the sandpit of EYFS to the lofty heights of year six academia and then it really goes up a gear if you're any good. More of our pupils are going Beverley high and Beverley Grammar School. Expectations have risen and more children are selecting grammar and high because their curriculum is very academic and our children are rising to that. We want to give them every opportunity and ensure they are 'match fit' in preparation for the next stage of their education.

Appendix B) Example of assessment test – Swinemoor Dictation and Vocabulary Acquisition

Dictation Research September 2021 - Baseline Y1/2.

Assessment test - Swinemoor Dictation and Vocabulary Acquisition

Write down what these words mean.

1) enquiry _____

2) identify _____

3) compare _____

4) steps _____

5) pattern _____

6) control _____

Write down the sentences that the teacher dictates to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dictation Research September 2021 - Baseline Y3/4.

Assessment test - Swinemoor Dictation and Vocabulary Acquisition

Write down what these words mean.

1) prediction _____

2) fair test _____

3) results _____

4) pathways _____

5) rhythmic _____

6) flow _____

Write down the sentences that the teacher dictates to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dictation Research September 2021 - Baseline Y5/6.

Assessment test - Swinemoor Dictation and Vocabulary Acquisition

Write down what these words mean.

1) hypothesis _____

2) variables _____

3) precision _____

4) sequence _____

5) composition _____

6) consistent _____

Write down the sentences that the teacher dictates to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____
