# **Pupil premium strategy statement**

#### **School overview**

Detail	Data		
School name	Swinemoor Primary School		
Number of pupils in school	226		
Proportion (%) of pupil premium eligible pupils 76 (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 2023			
Date on which it will be reviewed December 2024			
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	£112,000
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	£123,000

#### 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 in 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**

The key challenges to achievement that we have identified among our disadvantaged pupils are set out below. These priorities pertain to the needs of our catchment cohort. The rolling curriculum and skills of the staff are reflected in this.

Challenge number	Detail of challenge
1	Children need help developing their listening to and understanding of oral instructions as well as expressing themselves orally
	Evidence: In 2022, as in 2021, 0% of pupils entered the school at age related
-	expectations in the Speaking and Listening strands of the Early Years curriculum.
18	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 2023, noted that "Leaders have made reading and oracy a priority"
2	Children need help to develop their written formal responses to match their informal oral responses.
	Evidence:
	Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Dictation Research Report (Appendix 5)
	In 2022, as in 2021, 0% of pupils entered the school at age related expectations in the Speaking and Listening strands of the Early Years curriculum.
3	Children's reading pace impacts on their comprehension skills, particularly in Mathematics, leaving them with limited time to respond to questions
	Evidence:
9	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 2023, noted that "Pupils use journalsto extend and reflect on their mathematical knowledge"
4	Children need time and coaching to develop their resilience when solving mathematical challenges

0% of
J% OT
hey lems
eir
s to are uce
l
and ded in
cts J

#### **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.

3	
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, in particular in Mathematics, leading to greater response time in lessons and tests (School Development Plan - Target 2.2 and 3.1)	Children's ability to read and respond to questions, particularly in Mathematics, 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 challenges (School Development Plan - Target 3.1)	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 2.1)	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
To continue to develop and enhance an assessment system designed to ensure that the curriculum in foundation subjects is effective and pupils are encouraged to 'value the remembering'	EEF – Teaching and Learning Toolkit – Arts Participation - +3mths  EEF – Teaching and Learning Toolkit – Feedback-+6mths  Knowlton and Castel (2021) write that "the ability to prioritize valuable information is critical for the efficient use of memory in daily life. When information is important, we engage more effective encoding mechanisms that can better support retrieval. As children grow older, and the demands of school become more intense, the ability to manage one's own learning becomes increasingly important."	Whole School

To continue to build	EEF – Teaching and Learning Toolkit – Reading	Whole School
and embed the	Comprehension Strategies - +6mths	
teaching strategies for		7
inference skills	,	
developed through		
engagement with 'The		
Reading Project' with		
the Local Authority		
To develop challenge within Mathematics across the school through Maths No Problem	Best (2016) writes about <b>teacher feedback</b> 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	Whole School
	EEF – Teaching and Learning Toolkit – Metacognition and Self-Regulation - +7mths	

# 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
To establish a specialist teaching group for Years 5 and 6, led by a highly skilled tutor in order to continue to maintain the current high performance in these year groups.	EEF – Teaching and Learning Toolkit – Feedback - +6mths EEF – Teaching and Learning Toolkit – Reducing Class Size - +2mths EEF – Teaching and Learning Toolkit – Small Group Tuition - +4mths	Years 5 and 6
To continue to develop and maintain the positive impact of the Graduate Award Programme, Study Clubs and ABRSM Music Tuition	EEF – Teaching and Learning Toolkit – Mastery Learning - +5mths EEF – Teaching and Learning Toolkit – Arts Participation - +3mths 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
To undertake an audit of SMSC across the school in order to maintain and, where necessary improve, the high standards of behaviour through targeted social and emotional support – lunchtime groups, study club etc	EEF – Teaching and Learning Toolkit – Social and Emotional Learning - +4mths  EEF – Teaching and Learning Toolkit – Behaviour Interventions- +4mths  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
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	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  EEF – Teaching and Learning Toolkit – Arts Participation - +3mths	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.

In almost all areas of the school, the percentage of pupils in receipt of pupil premium funding by the end of last academic year were in-line with the flight path assessment system. Where this is not the case, discussions have been had with staff to determine the reasons and further support for these pupils has been identified for the following year, as detailed in the activity above. In all areas, the percentage of PPG pupils working at or above age-related expectations by the end of the year increased.

Reading		Writing		Mathematics		Oracy		
	Baseline	End of Summer						
FS	0	68.2	0	63.6	0	72.7	0	81.8
F1	0	70	0	70	0	70	50	75
12	0	74.1	0	66.7	16.7	74.1	33.3	74.1
12	12.5	67.9	0	67.9	25	67.9	12	67.9
34	61.5	74.3	61.5	68.6	69.2	74.3	61.5	71.4
34	60	66.7	50	57.6	45	57.6	50	63.6
56	55.6	88.5	55.6	76.9	66.7	76.9		
56	57.1	82.6	42.9	78.3	42.9	82.6		
56	56.2	81	48.5	76.2	53.6	81		

#### **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
TigerMoth	Swinemoor Primary School



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

# SWINEMOOR PRIMARY SCHOOL

#### 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 Montalyan, 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

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







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

- $\Rightarrow$  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?

Its 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.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW Tel: 01482 869247 Email: swinemoor.primary@eastriding.gov.uk www.swinemoorprimary.org.uk







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.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







# 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
0	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> <li>EYFS baseline is charted against the annual flight path, with key gaps addressed quickly and reactively.</li> <li>CHATTA approach to STEM sentences to close and manage gap in mathematical vocabulary.</li> <li>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</li> <li>Introduction of MNP into EYFS will ensure that teaching practises are consistent as children transition in KS1.</li> <li>Continuous provision in KS1 and EYFS is designed with vocabulary in mind – especially Shape, Space and Measure.</li> </ol>
0	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> <li>Whole school approach to mathematics ensures consistency in how teaching is sequenced.</li> <li>MNP approach is carefully considered, and uses a similar structure throughout school to help sequential planning.</li> </ol>
0	Throughout sequences of learning, pupils benefit from teaching that is systematic and clear.	<ol> <li>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.</li> <li>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.</li> </ol>
0	The aim is for pupils to attain proficiency. Pupils are then more likely to develop	MNP uses a whole class approach, encouraging every child to develop confidence through paired talk and class discussion.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







# **SWINEMOOR** PRIMARY SCHOOL

	motivation and confidence in the subject.	2. 'Ping pong' teaching style ensures that no child is left behind, with lots of opportunity for intervention and support to encourage and motivate.
	•	<ol> <li>Tiered approach to every lesson – whole class, guided practise, independent practise and then reflection and challenge.</li> </ol>
0	Pupils need regular opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned.	<ol> <li>CHATTA approach ensures opportunity to rehearse, develop and explain mathematical thinking through guided STEM sentences.</li> <li>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.</li> </ol>
0	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.	<ol> <li>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.</li> <li>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.</li> <li>Pupil's use journals to refer back, as a personal log of their understanding to apply in future lessons.</li> <li>End of module assessments provide systematic summative assessments to ensure embedded understanding of concepts before moving on.</li> </ol>
0	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.	<ol> <li>Journals ensured that calculations and understanding of concepts are recorded systematically and children have ownership of their learning.</li> <li>Textbooks and workbooks are designed with key concepts of written work in mind.</li> <li>Maths scrutiny is regular and undertaken by SLT to ensure the high quality of maths books.</li> <li>Portfolio is an excellent example of the high quality of written work, and it's progression throughout the school.</li> </ol>
0	School leaders can develop teachers' subject and pedagogic knowledge through opportunities to work with and learn from each other.	<ol> <li>CS and SF are members of, and attend, a maths teaching research group funded and supported by The Maths Hub.</li> <li>Regular feedback and support provided by Maths Hub Lead, R Atkinson, with inter-school relationships developed to help support through best practise.</li> <li>Maths Hub provide termly visits to school, to develop and provide teachers with support.</li> </ol>

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







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.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW









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.

AUTUMN	SPRING	SUMMER
WEEK 1	WEEK 1	WEEK 1
INSET	INSET	INSET
WEEK 2	WEEK 2	WEEK 2
READING SCRUTINY	WRITING SCRUTINY	MATHS SCRUTINY
	WINTING GONOTINT	MATHS SCRUTINY
WEEK 3	WEEK 3	WEEK 3
READING SCRUTINY	LESSON OBSERVATIONS	SATs WEEK
WEEK 4	WEEK 4	WEEK 4
READING SCRUTINY	WRITING SCRUTINY	
NEADING SONOTINT	WRITING SCRUTINY	LESSON OBSERVATIONS
WEEK 5	WEEK 5	WEEK 5
READING SCRUTINY	WRITING SCRUTINY	IEP SCRUTINY
		READING RECORD SCRUTINY
		SCIENCE BOOK SCRUTINY
WEEK 6	WEEK 6	33.2.132.2331.031.011111
LESSON OBSERVATIONS	WRITING SCRUTINY	HALF TERM
META 7	N/EF/27	
WEEK 7	WEEK 7	WEEK 6
IEP SCRUTINY	IEP SCRUTINY	SUBJECT LEADER INTERVIEWS
READING RECORD SCRUTINY	READING RECORD SCRUTINY	MATHS SCRUTINY
SCIENCE BOOK SCRUTINY	SCIENCE BOOK SCRUTINY	IEPs WRITTEN & DISTRIBUTED
HALE TERM		WEEK 7
HALF TERM	HALF TERM	MATHS SCRUTINY
WEEK 8	WEEK 8	WEEK 8
SUBJECT LEADER INTERVIEWS	IEPs WRITTEN & DISTRIBUTED	MATHS SCRUTINY
9/86/34/01/2004/01/2004/01/32 CANADIO BASO A 1/36/34/01/2014/01/2014/01/34/01/34/01/34/01/34/01/34/01/34/01/34		MATTIO GOROTINT
WEEK 9	WEEK 9	WEEK 9
MATHS SCRUTINY	READING SCRUTINY	MATHS SCRUTINY
IEPs WRITTEN & DISTRIBUTED		
WEEK 10	WEEK 40	
	WEEK 10	WEEK 10
MATHS SCRUTINY	READING SCRUTINY	REPORTS IN FOR STAFF READING
	CHRT & CLASS ANALYSES TO SMT	PUPIL PROGRESS DATA IN OTRAC
	PUPIL PROGRESS DATA IN OTRAC	PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT
WEEK 111	PUPIL PROGRESS DATA IN OTRAC WEEK 11	
MATHS SCRUTINY	PUPIL PROGRESS DATA IN OTRAC	CHRT & CLASS ANALYSES TO SMT
	PUPIL PROGRESS DATA IN OTRAC WEEK 11	CHRT & CLASS ANALYSES TO SMT WEEK 11
MATHS SCRUTINY	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING	CHRT & CLASS ANALYSES TO SMT WEEK 11 REPORTS OUT MILESTONE CHECK DATA
MATHS SCRUTINY REPORTS IN FOR STAFF READING WEEK 12	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING	CHRT & CLASS ANALYSES TO SMT WEEK 11 REPORTS OUT
MATHS SCRUTINY REPORTS IN FOR STAFF READING	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE
MATHS SCRUTINY REPORTS IN FOR STAFF READING WEEK 12	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY WEEK 12	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12  MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12  MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY WEEK 12 MILESTONE CHECK DATA	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12  MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13 MATHS SCRUTINY	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13 SCIENCE BOOK SCRUTINY	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13 MATHS SCRUTINY MILESTONE CHECK DATA	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13 MATHS SCRUTINY MILESTONE CHECK DATA SMT AUDIT ASSESS & APP FILE	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13 SCIENCE BOOK SCRUTINY	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12  MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13  MATHS SCRUTINY MILESTONE CHECK DATA SMT AUDIT ASSESS & APP FILE  WEEK 14	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13 SCIENCE BOOK SCRUTINY	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12  MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13  MATHS SCRUTINY MILESTONE CHECK DATA SMT AUDIT ASSESS & APP FILE  WEEK 14 SCIENCE BOOK SCRUTINY	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13 SCIENCE BOOK SCRUTINY	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY
MATHS SCRUTINY REPORTS IN FOR STAFF READING  WEEK 12  MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT  WEEK 13  MATHS SCRUTINY MILESTONE CHECK DATA SMT AUDIT ASSESS & APP FILE  WEEK 14	PUPIL PROGRESS DATA IN OTRAC WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY  WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT  WEEK 13 SCIENCE BOOK SCRUTINY	CHRT & CLASS ANALYSES TO SMT  WEEK 11  REPORTS OUT  MILESTONE CHECK DATA  SMT AUDIT ASSESSMT & APP FILE  WEEK 12  SCIENCE BOOK SCRUTINY

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW









# 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
<ul> <li>The Head Teacher prioritises early reading;</li> </ul>	<ol> <li>Reading room has had considerable investment to make it appealing to younger children.</li> <li>LM is greatly involved in the management of phonics teaching and assessment.</li> <li>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.</li> <li>Lesson observations and book scrutiny look at vocabulary, language acquisition and early reading skills such as oral recitation.</li> <li>Reading diaries are scrutinised every half term to ensure that children are being listened to by a teacher/TA twice a week minimum.</li> <li>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.</li> <li>Children will have a story read to them at the end of every school day. This is an expectation.</li> </ol>
<ul> <li>Staff foster a love of reading;</li> </ul>	<ol> <li>Every child is listened to by an adult within the classroom at least twice a week</li> <li>Home time story is a non-negotiable</li> <li>World book day is celebrated with many different whole school activities, such as teachers sharing their favourite books</li> <li>Open books are displayed throughout continuous provision and classrooms, not just in a reading area.</li> <li>EYFS provision is planned around a weekly set text to provide greater context and enjoyment of stories and poetry.</li> <li>Swinemoor stories are greatly celebrated, with children taking</li> </ol>

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW

Tel: 01482 869247 Email: swinemoor.primary@eastriding.gov.uk www.swinemoorprimary.org.uk



home their own copy to share with family members.





<ul> <li>The content and sequence of the phonics programme supports progress;</li> </ul>	<ol> <li>All staff in EYFS and KS1 follow the same systematic teaching of phonics, which is continuously assessed and reviewed by the class teachers.</li> <li>Children are taught by their class teacher or a highly skilled TA and progress at a steady pace together.</li> <li>Children who find it difficult to keep up with the whole class approach are given 'phonics booster' sessions to support their progression.</li> <li>The school follows the Floppy's phonics scheme with actions</li> </ol>
	from the scheme to support kinaesthetic learners
<ul> <li>Reading books match the sounds that pupils know;</li> </ul>	<ol> <li>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.</li> <li>All teachers use a unified tracking sheet to monitor this and ensure children are reading books to match the appropriate previously taught graphemes.</li> <li>Home reading books are changed fortnight, to match exactly the children's phonics learning.</li> <li>Within reading corners, there are phonetically appropriate books for the children to access and read in their own time.</li> </ol>
<ul> <li>Children are taught phonics from the start of reception;</li> </ul>	3. 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 and embedding activities within their English books, and reading scrutiny that takes place in the first term of the year
<ul> <li>Pupils who fall behind are supported to catch up quickly;</li> </ul>	<ol> <li>All staff submit IEPs to the SENCO termly, which detail proactive responses in supporting children to catch up</li> <li>PPG children are also monitored, and booster groups are planned effectively for those target children.</li> <li>SEN and PPG progress is rigorously monitored by SLT and evidence base is triangulated by governors.</li> <li>For many of the 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.</li> </ol>

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







0	Staff are experts in early
	reading.

- 5. 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.
- 6. 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)
- 7. Staff know the importance of language acquisition, vocabulary and early reading and this is demonstrated through WOW, III grids, portfolio and CHATTA lessons.

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

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







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 our schedule, it is given a very high priority whilst also ensuring a broad and balanced curriculum.

AUTUMN	SPRING	SUMMER
06.09.21	03.01.22	25.04.22
INSET	INSET	INSET
13.09.21	10.01.22	02.05.22
WRITING SCRUTINY	PHONICS/READING SCRUTINY	SCHOOL STATE OF THE STATE OF TH
	THOMES/READING SCROTING	MATHS SCRUTINY
20.09.21	17.01.22	09.05.22
WRITING SCRUTINY	LESSON OBSERVATIONS	KS2 SATs WEEK
27.09.21		
	24.01.22	16.05.22
WRITING SCRUTINY	PHONICS/READING SCRUTINY	LESSON OBSERVATIONS
04.10.21	31.01.22	23.05.22
	*	IEP SCRUTINY
WRITING SCRUTINY	PHONICS/READING SCRUTINY	READING RECORD SCRUTINY
		SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY
		SPELLING BOOK SCRUTINY
11.10.21	07.02.22	30:05,22
LESSON OBSERVATIONS	PHONICS/READING SCRUTINY	HALF TERM
AD AD A		
18.10.21 IEP SCRUTINY (Inc phonic screen Y3)	14.02.22 IEP SCRUTINY	06.06.22
READING RECORD SCRUTINY	READING RECORD SCRUTINY	SUBJECT LEADER INTERVIEWS MATHS SCRUTINY
SCIENCE BOOK SCRUTINY	SCIENCE BOOK SCRUTINY	IEPs WRITTEN & DISTRIBUTED
EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	CONTROL PROPERTY AND
25.10.22	21.02.22	13.06.22
HALFTERM		MATHS SCRUTINY
THE TERM	HALF TERM	
O1.11.21	28.02.22	20.06.22
SUBJECT LEADER INTERVIEWS	IEPs WRITTEN & DISTRIBUTED SUBJECT LEADER INTERVIEWS	MATHS SCRUTINY
	DODGE BUILDING TO THE PARTY OF	
08.11.21 MATHS SCRUTINY	07.03.22	27.06.22
IEPS WRITTEN & DISTRIBUTED	PHONICS/READING SCRUTINY	MATHS SCRUTINY
15.11.21 MATHS SCRUTINY	14.03.22	04.07.22
MITCHES OC. DOLY I HAVE	PUPIL PROGRESS DATA IN OTRAC	REPORTS IN FOR STAFF READING PUPIL PROGRESS DATA IN OTRAC
		CHRT & CLASS ANALYSES TO SM
22.11.21 MATHS SCRUTINY	21.03.22 REPORTS IN FOR STAFF READING	11.07.22
REPORTS IN FOR STAFF READING	PHONICS/READING SCRUTINY	REPORTS OUT SMT AUDIT ASSESSMT & APP FILE
		IEP SCRUTINY
29.11.21 MATHS SCRUTINY	28.03.22 SMT AUDIT ASSESSMT & APP FILE	18.07.22
PUPIL PROGRESS DATA IN OTRAC	PARENTS EVE REPORTS OUT	SCIENCE BOOK SCRUTINY READING BOOK SCRUITINY
CHRT & CLASS ANALYSES TO SMT	IEP SCRUTINY	EXTENDED WRITING SCRUTINY
PARENTS EVE REPORTS OUT 06.12.21	04.04.22	SPELLING BOOK SCRUTINY
MATHS SCRUTINY	SCIENCE BOOK SCRUTINY	25.07.22
SMT AUDIT ASSESS & APP FILE	READING BOOK SCRUTTINY	
EP SCRUTINY (Inc phonic screen Y3)	EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	
13.12.21	11.04.22	
SCIENCE BOOK SCRUTINY		
READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY		
SPELLING BOOK SCRUTINY		
20.12.21		

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW

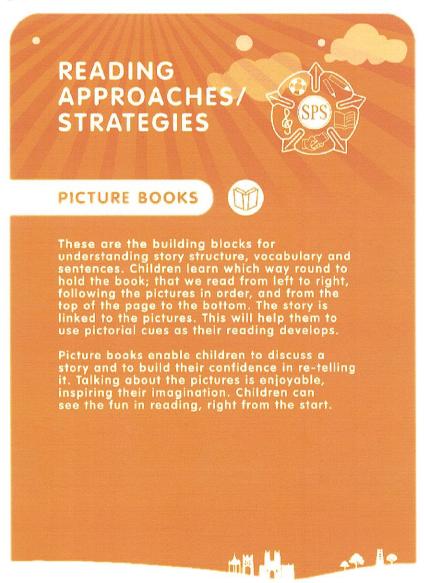








We have a very progressive reading curriculum as detailed on our Intent, Implementation and Impact documents available on the website. Early reading is very much within the context of the four stages of reading as published on our website, in particular first two stages and progressing into the third.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



I TOUGHOUTHER THE LIVINGETS

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW Tel: 01482 869247 Email: swinemoor.primary@eastriding.gov.uk www.swinemoorprimary.org.uk









**PRIMARY S** 

### 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.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW









### 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.



Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW









### 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!



Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW









# <u>Swinemoor – Statement of intent and implementation regarding accredited</u> <u>schemes.</u>

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
	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:
Learning Beyond the Classroom	<ul> <li>Academic</li> <li>Family</li> <li>Watching &amp; listening</li> <li>Out &amp; About</li> </ul>
	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.
<u>Graduate Awards</u>	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.  Upon graduation, they will receive a badge which they can wear on their school uniform with pride.  This will further demonstrate to their peers, parents, school visitors and the wider community just how dedicated they are to their studies.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







	Tailored Schemes
Phonics approach (Letters and Sounds)	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.
Speech and Language ('SELSA')	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.
French Phonics	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.
The second second second	Prescriptive Schemes
Maths No Problem	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.
Collins Handwriting Scheme	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

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







Oxford Owl Spellings;
Read Write Inc
Spelling

Read Write Inc. Spelling 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, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England.

Headteacher: Mr L Myers

Swinemoor Primary School, Burden Road, Beverley, East Yorkshire, HU17 9LW







#### DICTATION PROJECT 2021-22 - RUTH NEWTON

#### 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%	<mark>59%</mark>	+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	LOCT	Difference	NOV	DEC	Difference	JULY	Diff from Sept
GJ	Y1/2 B LAP PPG	%0	%0	%0	%0	83%	+83%	20%	+50%
WS	Y1/2 B MAP NPPG	17%	%0	-17%	%05	100%	+50%	%19	+50%
MN	Y1/2 G MAP PPG	%0	17%	+17%	%19	100%	+33%	100%	+100%
TC	Y1/2 B HAP NPPG	17%	20%	+33%	%19	100%	+33%	100%	+83%
HT	Y1/2 G HAP NPPG	20%	%0	-20%	20%	100%	+50%	100%	+50%
	AVE Y1/2	17%	13%	-4%	47%	%16	+50%	83%	%99+
HB	Y3/4 B MAP NPPG	33%	83%	+20%	17%	%19	+50%	83%	+50%
BB	Y3/4 G LAP PPG	17%	20%	+33%	%0	%05	+20%	%05	+33%
Ж	Y3/4 G MAP PPG	33%	20%	+17%	17%	%19	+20%	%05	+17%
RH	Y3/4 B HAP NPPG	33%	20%	+17%	33%	33%	%0	%19	+33%
EH	Y3/4 G HAP NPPG	33%	83%	<sup>+</sup> 20%	33%	%05	+17%	83%	+50%
	AVE Y3/4	30%	63%	+33%	20%	53%	+33%	%4.9	+37%
MA	Y5/6 B LAP PPG EAL SEND	17%	%05	+33%	%0	20%	+50%	%19	+20%
ΓΛ	Y5/6 B MAP NPPG EAL SEND	%0	83%	+83%	%0	83%	+83%	83%	+83%
LS	Y5/6 G MAP PPG	17%	%05	+33%	%0	100%	+100%	100%	+83%
IΉ	Y5/6 G HAP NPPG SEND	17%	20%	+33%	33%	83%	+20%	100%	+83%
MG	Y5/6 B HAP PPG	20%	83%	+33%	17%	%19	+50%	100%	+50%
	AVE Y5/6	20%	63%	+43%	10%	17%	+67%	%06	+70%
	OVERALL AVERAGE	22%	46%	+24%	26%	26%	+50%	%08	+58%
	AVE BOYS	21%	20%	+29%	23%	73%	+20%	%LL	%95+
	AVE GIRLS	24%	43%	+19%	29%	%6L	+20%	83%	+59%
	AVE PPG	19%	43%	+24%	14%	74%	%09+	74%	+55%
	AVE NPPG	25%	20%	+25%	35%	9%LL	+42%	%58	%09+
	A VE SEND	11%	%19	+50%	**************************************	729%	+61%	83%	+72%
2.11	AVE EAL	%6	%19	+58%	%0	%19	+67%	75%	%99+
	AVE HAP	33%	53%	+20%	39%	72%	+33%	92%	+59%
	AVE MAP	17%	47%	+30%	25%	9/998	+61%	81%	+64%
	AVELAP	11%	33%	+22%	0%0	61%	+61%	%95	+45%

# 2) Words written down

JULY Diff from Sept	88% +50%	100% +35%	100% +22%	100% +25%		98% +27%	100% +38%	100% +20%	100% +2%	100% +20%		100% +16%		100% +28%	100% 0%	100% 0%	100% 0%	100% +13%	%81+ %66	99% +31%	100% +5%	98% +19%	100% +18%	100% +22%	-	100% +33%	
Difference	+17%	%0	%0	-4%	%0	+3%	-2%	+17%	+7%	+4%	%0	%9+	+33%	+23%	+5%	+1%	+2%	+13%	+7%	+10%	+4%	+12%	+3%	%61+	%%C+	0/07	%0
DEC	63%	63%	100%	%96	93%	83%	%96	%96	100%	100%	100%	%86	%86	100%	100%	100%	100%	100%	94%	%06	%86	94%	94%	%65	7000	27/6	%86
NOV	46%	63%	100%	100%	93%	%08	%86	%62	93%	%96	100%	93%	%59	77%	%56	%66	%86	87%	87%	%08	94%	82%	%16	9/6/8	71%	0141	%86
Difference	+30%	+30%	%	+25%	-2%	+18%	+38%	+20%	+2%	+18%	%0	+16%	+39%	+25%	%0	-1%	%0	+12%	+15%	+26%	+4%	+14%	+16%	+21%	+32%		%9+
OCT	28%	%56	% 56	100%	%86	%68	100%	100%	100%	%86	100%	100%	100%	%16	100%	%66	100%	%66	%96	94%	%66	93%	%86	%66	%66	-	%66
SEPT	78%	%59	%88	75%	100%	71%	62%	%08	%86	%08	100%	84%	61%	72%	100%	100%	100%	87%	81%	%89	%56	%62	82%	78%	%4.9		93%
ATTRIBUTES	Y1/2 B LAP PPG	Y1/2 B MAP NPPG	Y1/2 G MAP PPG	Y1/2 B HAP NPPG	Y1/2 G HAP NPPG	AVE Y1/2	Y3/4 B MAP NPPG	Y3/4 G LAP PPG	Y3/4 G MAP PPG	Y3/4 B HAP NPPG	Y3/4 G HAP NPPG	AVE Y3/4	Y5/6 B LAP PPG EAL SEND	Y5/6 B MAP NPPG EAL SEND	Y5/6 G MAP PPG	Y5/6 G HAP NPPG SEND	Y5/6 B HAP PPG	AVE Y5/6	OVERALL AVERAGE	AVE BOYS	AVE GIRLS	AVE PPG	AVE NPPG	AVE SEND	AVEEAL		AVE HAP
CHILD	GJ	WS	MN	TC	HT		HB	BB	H	RH	HH		MA	LV	LS	LH	MG										

# 3) Correct words written

CHILD	ATTRIBUTES	SEPT	100L	Difference	NOV	DEC	Difference	νш	Diff from Sent
GJ	Y1/2 B LAP PPG	15%	55%	+40%	33%	29%	+26%	83%	%89+
WS	Y1/2 B MAP NPPG	%09	%88	+28%	%19	63%	-4%	100%	+40%
MN	Y1/2 G MAP PPG	85%	%88	+3%	%68	%96	+7%	100%	+15%
TC	Y1/2 B HAP NPPG	75%	100%	+25%	%96	%96	%0	%86	+25%
HT	Y1/2 G HAP NPPG	%56	%86	+3%	93%	93%	%0	100%	+5%
	AVE Y1/2	%99	%98	+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	%08	%86	+18%	75%	%96	+21%	100%	+20%
H	Y3/4 G MAP PPG	%86	100%	+2%	91%	%86	+7%	100%	+2%
RH	Y3/4 B HAP NPPG	72%	%96	+24%	93%	100%	+7%	100%	+28%
HI	Y3/4 G HAP NPPG	%96	100%	+4%	%96	100%	+4%	100%	+4%
	AVE Y3/4	%08	%66	+19%	%06	%86	%8+	100%	+20%
MA	Y5/6 B LAP PPG EAL SEND	57%	93%	+36%	63%	%86	+35%	100%	+43%
LV	Y5/6 B MAP NPPG EAL SEND	%02	%96	+26%	%9/	100%	+24%	100%	+30%
LS	Y5/6 G MAP PPG	%86	100%	+2%	95%	100%	+5%	100%	+2%
HI	Y5/6 G HAP NPPG SEND	%86	%26	-1%	95%	100%	+5%	100%	+2%
MG	Y5/6 B HAP PPG	%86	100%	+2%	%86	100%	+5%	100%	+2%
	AVE Y5/6	84%	%16	+13%	85%	100%	+15%	100%	+16%
	OVERALL AVERAGE	77%	94%	+17%	84%	93%	%6+	%66	+22%
	AVE BOYS	63%	91%	+28%	27%	%68	+12%	%86	+35%
	AVE GIRLS	93%	%16	+4%	91%	%86	+7%	100%	+7%
	AVE PPG	26%	%16	+15%	%82	92%	+14%	%86	+22%
	AVE NPPG	78%	946	+19%	%68	94%	+5%	%001	+22%
	AVE SEND	75%	956%	+20%	78%	%66	+21%	100%	+25%
	AVE EAL	64%	95%	+31%	%02	%66	+29%	100%	+36%
	AVE HAP	%68	%66	+10%	%56	%86	+3%	100%	+11%
	AVEMAP	78%	95%	+17%	85%	92%	+7%	100%	+22%
	AVELAP	51%	82%	+31%	57%	84%	+27%	04%	+43%

# 4) Correct punctuation

CHILD	ATTRIBUTES	SEPT	OCT	Difference	NOV	DEC	Difference	JULY	Diff from Sept
GJ	Y1/2 B LAP PPG	%0	20%	+50%	%0	72%	+72%	75%	+75%
WS	Y1/2 B MAP NPPG	%0	20%	+50%	%0	%68	%68+	75%	+75%
M	Y1/2 G MAP PPG	17%	%19	+50%	94%	100%	%9+	100%	+83%
TC	Y1/2 B HAP NPPG	20%	92%	+42%	%95	61%	+5%	75%	+25%
HT	Y1/2 G HAP NPPG	20%	75%	+25%	%19	%68	+22%	100%	+50%
	AVE Y1/2	23%	%29	+44%	43%	82%	+39%	85%	+62%
HB	Y3/4 B MAP NPPG	%05	75%	+25%	18%	82%	+64%	94%	+44%
BB	Y3/4 G LAP PPG	%19	%76	+25%	%59	94%	+29%	94%	+27%
HI	Y3/4 G MAP PPG	%05	100%	+20%	18%	%88	+70%	94%	+44%
RH	Y3/4 B HAP NPPG	%19	100%	+33%	%59	94%	+29%	94%	+27%
EH	Y3/4 G HAP NPPG	%76	100%	%8+	%9L	100%	+24%	94%	+2%
	AVE Y3/4	%59	93%	+28%	48%	92%	+44%	%46	+29%
MA	Y5/6 B LAP PPG EAL SEND	33%	%95	+23%	29%	%68	%09+	100%	+67%
LV	Y5/6 B MAP NPPG EAL SEND	33%	100%	%29+	43%	94%	+49%	100%	%29+
LS	Y5/6 G MAP PPG	%19	94%	+27%	57%	94%	+37%	100%	+33%
НТ	Y5/6 G HAP NPPG SEND	44%	%68	+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%	%68	+50%
	AVE GIRLS	92%	%88	+33%	%65	%06	+31%	%16	+42%
	AVE PPG	45%	%6L	+34%	43%	89%	+46%	95%	+50%
	AVE NPPG	48%	%58	+37%	45%	84%	+39%	92%	+44%
	AVE SEND	37%	82%	+45%	35%	82%	+47%	%001	+63%
	AVE EAL	33%	78%	+45%	36%	92%	+56%	100%	+67%
	AVE HAP	64%	95%	+28%	%95	82%	+26%	94%	+30%
	AVE MAP	36%	81%	+45%	38%	91%	+53%	94%	+58%
	AVELAP	33%	%99	+33%	31%	85%	+54%	%06	+57%

# 5) Correct spelling

CHIID	ATTRIBITTES	SEPT	OCT	Difference	NOV	DEC	Difference	JULY	Diff from Sept
GIII	V1/2 B LAP PPG	5%	10%	+5%	30%	43%	+13%	63%	+58%
SM	V1/2 B MAP NPPG	35%	58%	+23%	32%	%65	+27%	78%	+43%
3	V1/2 G MAP PPG	63%	63%	%0	%08	91%	+11%	85%	+32%
TC	V1/2 B HAP NPPG	20%	%89	+18%	%59	72%	+ 7%	93%	+50%
H	Y1/2 G HAP NPPG	%59	75%	+10%	74%	91%	+17%	%06	+35%
	AVE Y1/2	44%	55%	+11%	%95	71%	+15%	84%	+40%
HB	Y3/4 B MAP NPPG	36%	95%	+56%	%89	84%	+16%	100%	+64%
BB	Y3/4 G LAP PPG	62%	94%	+32%	64%	%98	+22%	%96	+34%
HI.	Y3/4 G MAP PPG	%89	%9 <i>L</i>	%8+	%65	71%	+12%	93%	+25%
RH	Y3/4 B HAP NPPG	54%	94%	+40%	%98	95%	+11%	%86	+44%
田田	Y3/4 G HAP NPPG	%98	%86	+12%	%96	%86	+2%	%86	+12%
	AVE Y3/4	61%	%16	+30%	75%	87%	+12%	%26	+36%
MA	V5/6 B LAP PPG EAL SEND	33%	%02	+37%	40%	%98	+46%	%96	+63%
V.T	NPPG EAI	55%	94%	+39%	61%	%56	+34%	%26	+42%
S	Y5/6 G MAP PPG	%9L	%96	+20%	%98	%66	+13%	%66	+23%
H,I	Y5/6 G HAP NPPG SEND	%19	72%	+5%	54%	78%	+24%	92%	+25%
MG		85%	%96	+11%	%18	94%	+7%	%66	+14%
	AVE Y5/6	63%	%98	+23%	%99	%06	+24%	%26	+34%
	OVERALL AVERAGE	56%	77%	+21%	%999	83%	+17%	93%	+37%
	AVEBOYS	44%	73%	+29%	%65	%62	+20%	91%	+47%
	AVE GIRLS	%02	82%	+12%	73%	%88	+15%	%56	+25%
	AVE PPG	%95	72%	+16%	64%	81%	+17%	92%	+36%
	AVE NPPG	9/95	81%	+25%	%29	84%	+17%	93%	+37%
		52%	79%	+27%	22%	86%	+34%	95%	+43%
	AVEEAL	44%	82%	+38%	51%	91%	+40%	97%	+53%
	AVEHAP	%89	84%	+16%	%12	%88	+11%	%56	+27%
	AVE MAP	96%	80%	+24%	64%	83%	+19%	94%	+38%
	AVELAP	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.

#### Bibliography/References

- 1) Reference to Zeigarnik, B. (1927). Über das Behalten von erledigten und uneredigten Handlungen. *Psychologische Forschung*. 9. 1-85, in Psychologist World online journal, in regard to memory rehearsal.
- 2) Morris, S. (1983). Dictation a technique in need of reappraisal, Oxford Academic ELT Journal.
- 3) Montalvan, R. (1990). Dictation updated: guidelines for teacher-training workshops.
- 4) Tang O. (2012) The Effectiveness of Dictation Method in College English Vocabulary Teaching.
- 5) Conti G. (2019) Beyond transcription: unlocking the full power of dictation

#### **Appendix**

- A) Rationale behind the use of dictation (SPS)
- B) Example of assessment test Swinemoor Dictation and Vocabulary Acquisition

#### Appendix A) Rationale behind the use of dictation (SPS)

#### 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 Montalyan, 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.

- $\Rightarrow$  Maths 2 dictations
- ⇒ Science 2 dictations
- ⇒ Technology/RE etc 2 dictations
- ⇒ Foundation subjects 1 dictation

- o 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?

Its 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 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. 3, 5.