

IMPACT OF SPELLING PROGRAMME – December 2016

RWI (Read Write Inc) Spelling programme purchased for years 2-6 and implemented thoroughly from September 2016. Spelling ages were taken in September and December, using the Parallel Spelling Assessment. These were compared to the pupil's actual age. The progress was measured in the difference between the actual and spelling age at both points in the term. The following is a summary of progress (measures in 'spelling age months progress').

YEAR	+ 6 MONTHS PROGRESS IN 4 MONTHS	+ 12 MONTHS PROGRESS IN 4 MONTHS	Number of High Achievers in Class	Any notes on class/ year group
2	20/29	10/20	7/30	5/10 who did not make over 6 months progress are SEND/LAP – the other 5 are HAPs
3	12/31	-	12/30	25 children scored in line with or above their actual age in Sept 16. Showing changes to literacy teaching are effective.
4	19/30	6/30	6/30	The 4 SEND children who do not show any measurable progress on the tracker, show good progress here (all but 1)
5	29/30	28/30	14/30	Exceptional progress made by most children in class – especially SEND
6	12/15	11/15	6/15	2 pupils scored maximum in Sept 16

ANALYSIS

The most progress is shown by the older pupils, who have the greatest ground to make up. When assessing spelling ages in September 2016, it was the younger children who scored nearest their actual ages. This is why their progress is not so great. This highlights that the changes to SPaG teaching implemented when the NC changes and because of analysis of SATs papers, which showed spelling as a weakness, have been successful.

SEND children did particularly well, especially in year 4. There is one pupil who we will screen for Dyslexia after this assessment. (year 4)