

Year 7 Catch Up Fund 2016/17

Reading Boxes

This is a multi-levelled reading kit to develop skills in literal, interpretive, inferential and critical levels of reading comprehension. 3 box levels have been bought predominantly providing intervention for Key stage 3.

Students in Year 7 who received a high frequency of delivery (initially 2 lessons a week reducing to 1 lesson a week) over the period of 9 months, made significant gains with their reading age which brought the majority of them up to their chronological age. It has equipped them with the skills needed to gain a fuller meaning of the text being read and should transfer to all areas of the curriculum. Students made average gains with their reading comprehension of 10 months over a period of 8 months.

This new resource has proved to be highly successful and will be used with many other intervention groups next year.

LEXIA

Computer based programme focusing on fundamental literacy skills covering basic phonological awareness, decoding skills, spelling, vocabulary development and comprehension activities (all years).

Delivered during: Extra English lessons, form-time intervention lessons.

Working through the five Lexia levels, students have now increased their phonological awareness and mastered techniques needed to decode and encode at word level. Mastering these word level skills has improved sentence level ability and has moved students towards an improvement of text level competence.

Students who have reached level 3 in year 7 made average gains with spelling of 1 year 6 months over a period of 8 months. The same students have made average gains with reading of 1 year over a period of 8 months.

Students will continue to use the Lexia programme over KS3 and should have reached level 5 during year 9.

Symphony Maths

This computer based programme focusses on the fundamental principles of maths. The structured and individualised nature of the programme allows students to work through the levels at their own speed.

Delivered in form time intervention lessons. Students spend three twenty minute period per week and are able to access the programme at home.

Working through the programme has allowed students to work on their basic number knowledge. Improving automatic recall of number bonds and multiplication tables.

Over a period of 6 weeks, most students increased their standardised scores by 10. We are going to develop this programme for the 2017-2018 academic year to increase the period of student usage for maximum gain.

Form time Handwriting

Students in Year 7 were provided with handwriting booster sessions during lunchtime. There they had an opportunity to practise and refine the necessary skills needed for a legible, neat handwriting thus providing them with the best platform to achieve success at Haydon School. Legible handwriting is an essential requirement, not just for English lessons, but within all aspects of the school curriculum. The feedback received from parents and different subjects' teachers of the students enrolled in these sessions was very positive and pleasing. At the same time, the students themselves feel more proud of their work, are willing to write more in their exams and thus achieve higher scores.

Accelerated Reading

AR is a flexible tool to track students' reading progress. Three main facets, the average reading age, ZPD, and scaled scores are collected. Students complete an initial STAR test first which gives them this data, and then they select a book from the carefully coded library. Students pick a book responding to their data, and gradually work their way up displaying progress over time. Growth reports are run for classes and years to see how these facets improve. Between 2016-2017, we have had a particularly pleasing growth rate of 5 months for Y7 and Y8. Overall, year 7s are exactly where they need to be at just under 12 years and year 8s are too just under 13.