

The impact of 4 years of accelerated progress on reading attainment in Year 5

Written by Susan Burton (February 2018)

The Challenges faced by the School

Children at Langley are of predominantly Asian heritage, with 86% having English as an additional language, so the development of language skills is a challenge.

Langley Green implemented SFA in September 2013 with the aim of improving reading and writing levels. The programme has been very successful in increasing progress and attainment and the school was awarded an Ofsted rating of ‘Good’ in 2014, having previously been graded as ‘Satisfactory’.

The Impact of Sfa

Accelerated progress - Fig. 1 shows the accelerated progress demonstrated by Year 5 children (2017/18 cohort) for the first four years following on from implementation of SFA in 2013.

Attainment - The accelerated progress has impacted dramatically on attainment. In Year 1 (2013), only 1 child was at or above age expected levels, but this has been transformed into 47 children at or above age expected levels by the summer of Year 4 (2016).

Accelerated progress was achieved through children reading a wide range of texts from different genres cover to cover in Wings, and through the explicit teaching of the reading skills of:

- Clarification
- Prediction
- Summarising
- Questioning

“Our pupils love SFA because of the structure, consistency and pace of the lessons which enable them to achieve. They love the texts that they read and their cooperative learning skills are impressive. Visitors to

School Name:	Langley Green
Location:	Crawley, West Sussex
Ofsted Rating:	Good
Pupils on roll:	450+
Age Group:	4 - 11
FSM:	22.3%
Pupil Premium:	12.7%
EAL:	86%

our school frequently comment positively about the behaviour of our children.” Sue Ashby, Deputy Head Teacher and Sfa Facilitator.

Fig 1. Progress of Year 5 Cohort 2017/18

Year	APS progress	Equivalent number of weeks of progress	% of expected progress made
2013	6	72	200%
2014	4.4	52.8	147%
2015	3	36	100%
2016	4.2	50.4	140%

1 APS point = 12 weeks of progress

Fig 2. Number of children at or above age expected levels from September 2013 to November 2017

