



CROFTON SCHOOL

KINDNESS AMBITION DILIGENCE

| <u>Year Group/ Intervention</u> | <u>Specific Interventions</u> | <u>Impact.</u> |
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| Reading Year 7 | ACG Curriculum Year 7 | 80% of students made progress. |
| Spelling Year 7 | ACG Curriculum and Spelling shed | 40% of students made progress. |
| Writing Year 7 | ACG Curriculum | 100% of students made progress. |

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| Reading Year 8 | Read theory, Reading Café, Reciprocal reading. | 75% of students made progress. |
| Spelling Year 8 | Spelling shed | 40% of students made progress. |
| Writing Year 8 | Evaluating impact of language used in 19C writing, Building cohesion within paragraphs, use of powerful vocabulary in writing. | 100% of students made progress. |

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| Reading Year 9 | Read theory, Reading Café, Reciprocal reading | 80% of students made progress. |
| Spelling Year 9 | Spelling shed | 93% of students made progress. |
| Writing Year 9 | Inference, writing according to purpose, analysing poetry. | 80% of students made progress.. |

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| Reading Year 10 | Read theory, Reading Café, Reciprocal reading. | 80% of students made progress. |
| Spelling Year 10 | Spelling shed. | 80% of students made progress. |
| Writing Year 10 | Identifying key language in GCSE questions, applying a model for analysing poetry, creative writing. | 60% of students made progress. |

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| Reading Year 11 | Read theory, Reading Café, Reciprocal reading. | 80% of students made progress. |
| Reading Year 11 | Spelling shed. | 80% of students made progress. |
| Writing Year 11 | Specific exam techniques, Identifying key language in GCSE questions. | 100% of students made progress. |