












The Powerful Words Project: why we need it

Supporting accelerated progress in reading & writing for KS2 disadvantaged pupils in Yrs 3-6
by extending their receptive and expressive vocabulary

"The limits of my language are the limits of my world" Ludwig Wittgenstein

<div>Foundations for thinking & communication</div> <div></div> <div>Through increasing vocabulary we deepen the foundations for thinking and communication – skills that lie at the heart of academic achievement</div>	<div>30 million word gap</div> <div>By the end of KS2, disadvantaged pupils are estimated to have less than half of the 25,000 words that their advantaged peers possess</div>	<div>By the age of 3, children from disadvantaged backgrounds are estimated to have heard 30 million fewer words than their advantaged peers</div> <div><div><div>12,000 words</div></div><div><div>25,000 words</div></div></div>
<div>We need to understand the meaning of a minimum of 90% of words in a passage in order to comprehend it, & then to begin to learn the other 10% of the words</div> <div>90% of words need to be understood</div> <div></div>	<div></div> <div>The "Matthew Effect" of vocabulary acquisition</div> <div>Those with an initial low level of vocabulary will fall further and further behind.</div>	<div>Attainment gaps re-emerge at KS2+ once pupils encounter more challenging, culturally rich vocab, especially in non-fiction contexts</div> <div><div>Decoding</div><div></div><div>Comprehension</div></div>
<div>Attainment GAP</div> <div>between KS2 disadv. pupils in our project & national average</div> <div><div>-16% Reading</div><div>-27% Writing</div></div>	<div>Progress GAP</div> <div>between KS2 disadv. pupils in our project & national average</div> <div><div>-20% Reading</div><div>-17% Writing</div></div>	
<div>Priority for our schools and region</div> <div></div> <div>Developing pupils' vocabulary is a priority for our schools on their Development Plans, as well as a priority on the Opportunity Area's Delivery Plan</div>	<div>Lack of ring fenced time</div> <div></div> <div>Our schools cite a lack of KS2 ring-fenced time currently allocated for explicit vocabulary instruction and reading Tier 2 rich texts aloud to pupils</div>	
<div>Our schools cite a lack of KS2 class-based oracy activities specifically planned to develop Tier 2 vocabulary</div> <div></div> <div>Lack of vocabulary targeted oracy activities</div>	<div>64% of our primaries have an above average number of disadvantaged pupils</div> <div></div> <div>Disadvantage</div>	
<div>Progress8</div> <div>Below or Well Below</div> <div>Disadvantaged pupils go on to have below/well below Progress 8 scores at over half of our feeder secondary schools</div>	<div>Regional absence</div> <div><div>Professional Development</div></div> <div>There's an absence of regional CPD available to develop expertise surrounding vocabulary acquisition</div>	