

How Does Word Wasp Impact Pupils' Wellbeing and Spelling Assessment Results in P4 and P5?

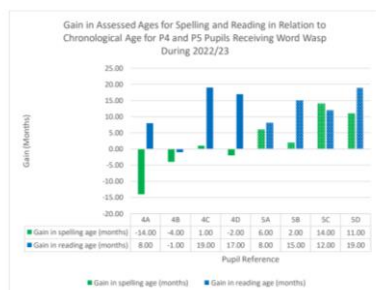
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Enquiry Overview and Aims

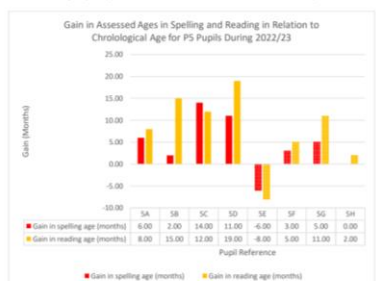
- The broad aims of this project were to address barriers to learning regarding spelling and improve self-confidence within a primary school context.
- The school has an historically high percentage of pupils with literacy difficulties, including dyslexia. As is common in primary schools, not all pupils have a dyslexia diagnosis by Primary 4/5.
- Nationally, there has been a decrease in the percentage of pupils achieving expected literacy levels in SNSAs since the coronavirus pandemic, with ASN pupils being disproportionately impacted.
- The school's existing use of linguistic phonics instruction has been shown to have a positive impact on reading, but less so on spelling.
- The project was designed to directly address the spelling difficulties of ASN pupils within P4 and 5, using Word Wasp as an intervention, measuring any gains in attainment over the year for all pupils involved.

Collaboration and Impact

- 2 PSA's were trained in Word Wasp and a dedicated schedule facilitated 1-2-1 instruction for each selected pupil. This was planned as 20-minute sessions, 4 times a week.
- 4 pupils were selected from each P4 and P5 group (8 in total) to receive Word Wasp lessons in addition to linguistic phonics.
- Overall, results showed a clear gain in reading age after Word Wasp lessons, with pupils on average gaining 12.13 months.
- Overall, a smaller average gain of 1.75 months for spelling was recorded for those who received Word Wasp lessons.
- Comparisons between P4 and P5 pupils who received Word Wasp lessons showed an average P5 gain of 8.25 months for spelling, but -4.75 for P4 spelling.
- Results for P5 pupils showed an average gain of 0.5 months for those not receiving Word Wasp compared to 8.25 months those who did.
- Pupils reported increased confidence and self-esteem due to improvements they noted after Word Wasp lessons.



P4 pupils receiving a reference starting with 4, and the P5 pupils receiving a reference starting with 5. The bars corresponding to P5 pupils are patterned to differentiate from those of P4.



P5s who received Word Wasp instruction are labelled A to D. Those who received small group support only are labelled E to H, and the bars representing their results are patterned.

My Professional Learning Journey

The value of qualitative data was demonstrated in explaining the assessment results, through staff and pupil interviews. Pupil interviews also demonstrated the importance of a successful intervention on wellbeing, with all pupils attributing improved self-esteem and confidence to their improvements in literacy. This exercise emphasised the importance of scheduling time to allow pupils to discuss their learning experiences in detail. Pupils also gave valuable insights regarding using consistent language when providing feedback.

Next Steps

Most participating pupils showed a gain in spelling age after participating in Word Wasp lessons, with interviews providing an explanation for the exceptions. This demonstrates the value of Word Wasp in conjunction with linguistic phonics. However, issues with continuity of PSA provision need to be addressed to ensure that support can be provided consistently and regularly.