



Ashfield School

Literacy Provisions and Interventions

September 2018 – July 2019

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Overview of Provisions and Interventions:

LIT Programme:

Devised by the Hackney Learning Trust, the Literacy Intervention Toolkit (LIT) programme aims to improve the reading ability of children in Year 7 who scored below average at the end of primary school, using a method known as reciprocal teaching. Reciprocal teaching methods encourage children to apply four comprehension strategies: summarising, clarifying, questioning, and predicting. These strategies enable children to check that they understand what they are reading and can make inferences based on what they have read.



The LIT programme is tightly structured, providing training to staff as well as a set of detailed lesson plans on the use of reciprocal teaching to deliver basic instruction in literacy. However, the method of delivery is not prescriptive. Children typically received 4/5 hours of LIT tuition per week for ten months, mostly delivered in small groups.

Sound Training:

Sound Training is the revolutionary literacy solution you have been seeking. Sound Training has been shown to raise reading ages by an average of 27 months in just 6 weeks. There is simply no other programme like it in the UK. Suitable for even the most able of learners, Sound Training provides an intensive boost to existing literacy and vocabulary levels, enhancing engagement, comprehension, confidence and success.



Unique in its approach and delivery, Sound Training promotes reading for knowledge, fluency of decoding and word mastery. Through specific targeted instruction and fun exercises and activities, Sound Training teaching focuses on the structure of the English language at a range of age appropriate levels, suitable for learners aged 9 and above, across a whole range of learning settings. This is not suitable for particularly weak readers.

Read Write Inc:

Read Write Inc. Fresh Start teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step. Students learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds.



They experience success from the very beginning. Lively stories and non-fiction texts are both age appropriate and closely matched to their increasing knowledge of phonics and 'tricky' words and as students re-read the texts, their fluency increases.

Read Write Inc groups also partake in lessons relating to social skills, with a view to making progress in this area too.

Everyone's A Reader:

Everyone's A Reader takes place in Ashfield School's Library each Thursday, during tutor time. It involves students pairing with a member of staff OR KS4 student. They then sit and read together during the weekly session. Importantly, the students selected are those not already identified for the LIT Programme (Hackney Literacy) or Nurture programmes. Star Reader scores are used, along with behaviour and attendance.

LIT Programme Y7:

Overseen by: HEN (Interventions running from September 2018 to July 2019)

Year 7	Cohort Size
Total	38
Boys	15
Girls	23
PP	18
Non-PP	20

Reading Age	ART Sept	ART Jan	Change + / -	ART July	Change + / -
Average	09:04	10:02	+ 10 months	11:02	+ 22 months
Boys	09:09	09:10	+ 1 month	11:03	+ 18 months
Girls	08:11	10:04	+ 17 months	11:04	+ 29 months
PP	09:01	09:04	+ 3 months	10:08	+ 19 months
Non-PP	09:07	10:11	+ 16 months	11:10	+ 27 months

Assessments	Baseline	Unit 1	Unit 2
Average	B	S+	S+
Boys	B	S	S
Girls	B	S+	G
PP	B	S+	S
Non-PP	B	S+	S+

Commentary:

- The above results (taken from both ART and end-of-unit assessments) present very good progress for the 38 students partaking in LIT this academic year. It is important to recognise that, though this data presents averages, there were some particularly notable success stories for individuals, also.
- Both reading and writing assessments, completed at the end of units, become more difficult throughout the course. As a result, for students to have made the progress in terms of medals that they have achieved, it shows an enhancement in terms of their reading comprehension as well as analysis skills.
- Though Pupil Premium students have performed less well than their colleagues, it is important to recognise that – taking into account behaviour and attendance of some of the particularly weak students, which are also PP – students have done exceptionally well overall.

LIT Programme Y8:

Overseen by: HEN (Interventions running from September 2017 to July 2019)

Year 8	Cohort Size
Total	47
Boys	23
Girls	24
PP	29
Non-PP	18

Reading Age	ART Y7	ART Sept	ART Jan	Change + / -	ART July	Change + / -
Average	08:02	10:03	11:03	+ 12 months	12:06	+ 27 months
Boys	07:11	10:05	11:05	+ 12 months	12:06	+ 25 months
Girls	08:06	10:01	11:00	+ 11 months	12:05	+ 28 months
PP	07:10	09:11	11:00	+ 13 months	12:06	+ 31 months
Non-PP	08:06	10:05	11:07	+ 14 months	12:05	+ 24 months

Assessments	Unit 1	Unit 2
Average	S	S+
Boys	S+	G
Girls	S	S+
PP	S	S+
Non-PP	S	S+

Commentary:

- The above results present excellent progress for the 47 students partaking in LIT this academic year. It is important to recognise that, though this data presents averages, there were some particularly notable success stories for individuals, also. Additionally, when contemplating the initial Access Reading Test results from Year 7, it is clear to see that this particular cohort have performed extremely well. The gains for the full **two years** can be found below:

September Year 7 – July Year 8

- Overall average: + 52 months
 - Boys: + 55 months
 - Girls: + 47 months
 - PP: + 56 months
 - Non-PP: + 47 months
- Both reading and writing assessments, completed at the end of units, become more difficult throughout the course. As a result, for students to have made the progress in terms of medals that they have achieved, it shows an enhancement in terms of their reading comprehension as well as analysis skills.
 - Particularly pleasing is the ‘closing of the gap’ in both Years 7 and 8. In Year 7 both cohorts are performing the same on average. Though Pupil Premium students are performing better in Year 8, creating an additional gap, it is worth noting that the cohort is smaller, therefore meaning that each student’s results have a larger impact on the overall averages for the intervention.

Sound Training:

Overseen by: PED (Interventions run for six weeks, one hour per week, four cohorts per year)

Year 7	Cohort Size
Total	96
Boys	48
Girls	48
PP	30
Non-PP	66

Reading Age	Change + / -
Average	+ 41 months
Boys	+ 42 months
Girls	+ 40 months
PP	+ 38 months
Non-PP	+ 38 months

Year 8	Cohort Size
Total	16
Boys	5
Girls	11
PP	6
Non-PP	10

Reading Age	Change + / -
Average	+ 36 months
Boys	+ 30 months
Girls	+ 42 months
PP	+ 51 months
Non-PP	+ 31 months

Commentary:

- The above results present exemplary progress for the 112 students having partaken in Sound Training this academic year. It is important to recognise that, though this data presents averages, there were some particularly notable success stories for individuals, also.
- Particularly pleasing is the 'closing of the gap' in both Years 7 and 8. In Year 7 both cohorts are performing the same on average. Though Pupil Premium students are performing better in Year 8, creating an additional gap, it is worth noting that the cohort is smaller, therefore meaning that each student's results have a larger impact on the overall averages for the intervention.

Read Write Inc:

Overseen by: BAN (Interventions running from September 2018 to July 2019)

Year 7/8	Cohort Size
Total	5
Boys	2
Girls	3
PP	4
Non-PP	1

Reading Age	ART Sept	ART Jan	Change + / -	ART July	Change + / -
Average	08:04	08:10	+ 6 months	09:00	+ 8 months
Boys	07:05	07:07	+ 2 months	08:07	+ 26 months
Girls	09:00	09:08	+ 8 months	09:03	+ 3 months
PP	08:00	09:05	+ 17 months	09:04	+ 28 months
Non-PP	09:07	06:05	- 38 months	07:06	- 25 months

Commentary:

- The results above depict some good progress within the Read Write Inc group. Due to the nature of the group, in terms of behaviour and attendance, however, not all students have made the same levels of progress in terms of their reading ability. Importantly, the non-PP data is skewed as a result of there being only one student within the group.


Everyone's A Reader 2018-2019:

Overseen by: HEN (Intervention running from December 2018 to May 2019)

Year 7	Cohort Size
Total	10
Boys	5
Girls	5
PP	10
Non-PP	0

Reading Age	STAR Sept	STAR March	Change + / -	STAR June	Change + / -
Average	08:10	09:02	+ 4 months	9:04	+ 6 months
Boys	09:01	09:02	+ 1 month	9:07	+ 6 months
Girls	08:06	09:02	+ 8 months	9:01	+ 7 months
PP	08:10	09:02	+ 4 months	9:04	+ 6 months

Everyone's A Reader 2018-2019 – Questionnaire Results:


95%

of students agreed or strongly agreed that they enjoyed Everyone's A Reader.

100%



of students agreed/strongly agreed that Everyone's A Reader has been a positive experience.

Student A: *"The fact I have been able to help a student with their pronunciation of words [has been a positive]. Involving literature games may be nice every so often."*

Student B: *"[I enjoyed] helping some less-able readers to read. Maybe for some reading days have some grouped games to get everyone interacting and sharing thoughts."*

Student C: *"I have enjoyed going every Thursday to read and talk about reading. I have got more confident when reading, as you get to read different books."*

Student D: *"Working with a younger student developed my communication skills, and I also really enjoyed working and supporting with others when some students were absent."*

Appendices:

LIT Programme:

1. Year 7 students are identified using the reading results from their KS2 SATs – those with a scaled score in Reading of 90 or below. A baseline assessment is then administered upon enrolling at Ashfield School, so to ensure that the students are fully eligible for the LIT Programme.
2. When referring to **Reciprocal Teaching**, below are the skills:

Predicting	Questioning	Clarifying	Summarising
When I predict, I: Guess - Estimate - Assume Infer - Speculate - Suspect Believe - Forecast - Project	When I question, I: Search - Ask - Investigate Challenge - Examine - Doubt Dispute - Explore - Inquire	When I clarify, I: Explain - Remember - Reread Monitor - Refine - Simplify Define - Sharpen - Solve	When I summarise, I: Sum up - Organise - Conclude Determine - Review - Decide Prioritise - Surmise - Judge
Questions and statements: What do you think will happen? What do you think the author will do? What clues tell you what will happen? I predict...	Questions and statements: What questions do you have? Who? When? What? Why? What did the author mean when... Who? When? What? Why?	Questions and statements: I need help understanding this. I don't know what these words mean. What clues help me understand better? I'm going to look in a dictionary...	Questions and statements: Tell me about what you just read. Sum up the passage in 5 bullet points. What is the most important event? Which sentences sum up the extract?

3. The following assessments are used to assess students throughout the course of LIT, in both Years 7 and 8: **Access Reading Test, GL's single-word reading and spelling tests, reading and writing assessments** courtesy of the Hackney Learning Trust. One difference in Year 8, however, is the introduction of in-house created assessments tailored to the expected levels of students by the end of the intervention.
4. LIT reading and writing assessments are graded using a medal system, ranging from Bronze to Gold, with plus grading along the way.

Sound Training:

1. We identify students through their Access Reading Test scores at the start of Year 7. We look at students with Standardised Scores of 110 and below (to 85). Upon being identified, students complete the WRAT4 Blue reading test – and the result must fall within the Standardised Score criteria. Students will complete the same style test at the close of the intervention, to track progress.

Read Write Inc:

1. Like LIT, students are identified for Read Write Inc as a result of their performance in their Key Stage 2 reading assessments. Importantly, however, other factors are taken into account, as this particular intervention caters for students needing social and emotional support also. The students identified for Read Write Inc are considered the weakest and most vulnerable within a given year group.

Everyone's A Reader:

1. Year 7 students are identified using the reading results from the STAR Reading Test, which they complete within Term 1 of Year 7 in a library lesson. STAR Reading Tests are then re-administered throughout the period of the intervention, enabling tracking of progress to occur effectively.