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Investigating the case of older struggling readers

A case study exploring the impact of a reading intervention on
aspects of pupils' reading skills, attitude and motivation

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Contents	Page number
List of Abbreviations	
List of Figures	
Coding Key	
Acknowledgements	
Abstract	10
Chapter One:	11
Introduction	11
Reading Intervention	14
Summary	15
Chapter Two: Literature Review	16
Introduction	16
Defining the gaps: models of the reading process and reading difficulties	16
Older struggling readers	19
Factors affecting reading process development	19
• Reading mileage and text type	19
• Affective issues	20
• Grounded Theories: It's not just the 'what', it's the 'how'	21
Minding the gap: features of effective intervention	24
'Reading Recovery' and 'Better Reading Partners'	24
Teacher effectiveness	25
BRP: TA led intervention	26
Summary	26

Chapter Three: Research Design and Methodology	27
Introduction	27
Research Questions	27
Case study context	28
Design	29
Data verification	30
Participants	30
• Ethical considerations.....	31
• Pupils	31
• School Staff	32
• Teaching Assistants	32
• Librarian	33
Methods	33
• Piloting	34
• Observation	34
• Documents	34
• Interviews	34
• Pupil survey	36
• Reading Tests	36
Conclusion	36
Chapter Four: Findings	38
Introduction	38
Themes	38
School reading environments for the lowest attaining readers	39
• School strategy	39

• Screening	40
• Accelerated Reader.....	40
• IVC	40
• Library	40
• Tutor groups and departmental lessons	41
• Reading aloud in class	42
• Fake fluency, invisible errors	43
Change in aspects of reading skill, attitude and motivation	44
• Reading skills	44
• Standard Scores	45
• Comprehension	46
• Rate	48
• Accuracy	48
• SWRT.....	50
• Beyond Test Scores: analysis of reading errors and behaviours	51
Changes in attitude and motivation	53
Attitudes	53
Motivation	54
Embedded cases	54
Changes for BRP Partners	55
Difficulties in implementing BRP	55
Summary	56
Chapter Five: Discussion	57
Introduction	57
Impact	57

Transforming reading environments	58.
Pupil role	58
BRP Partner role	58
Deployment of TAs	59
Text reading in BRP	59
Trustworthiness	60
BRP training and implementation	60
Use of YARC (secondary)	60
Reflexivity	61
Reflections on research design and process	61
Chapter Six: Conclusion	63
Introduction	63
Summary of findings	63
Limitations	64.
Implications	64
Wider implications	66
Further research	67
References	68
Appendices	76
Appendix 1	76
Appendix 2	77
Appendix 3	79
Appendix 4.....	80
Appendix 5	81

Appendix 6	81
Appendix 7	82
Appendix 8.....	94
Appendix 9	95
Appendix 10	95
Appendix 11.....	96
Appendix 12	99
Appendix 13	105
Appendix 14	106
Appendix 15	108
Appendix 16	109
Appendix 17	114
Appendix 18	120
Appendix 19	121

List of Figures

Figure 1 Mean gain in Reading Age (months) between Test 1 / 2 by YARC strand	45
Figure 2 Range of SS and RA (yrs/mths) at Test 1 / 2	46
Figure 3 Comprehension RA at Test 1 / 2	47
Figure 4: Rate RA at Test 1 / 2	48
Figure 5: Accuracy RA at Test 1 / 2	49
Figure 6: SWRT RA at Test 1 / 2	51

List of Abbreviations

BRP	Better Reading Partnership
CA	Chronological Age
CPD	Continuing Professional Development
IVC	Intervention Nurture Centre
KS2	Key Stage Two
KS3	Key Stage Three
KS4	Key Stage Four
MSV	Meaning, Structure and Visual information
CPD	Continuing Professional Development
RA	Reading Age
RR	Reading Recovery
SEN	Special Educational Needs
SC	Self Correction
SIP	School Improvement Plan
SLT	Senior Leadership Team (Head Teacher /Asst HT)
SS	Standard Score
SSP	Systematic Synthetic Phonics
SWRT	Single Word Reading Test
TA	Teaching Assistant
YARC	York Assessment of Reading for Comprehension

Coding Key

Q: Pupil Questionnaire

FGI: Focus Group Interview

I: Individual semi-structured interviews

WR: TA Written Records

RD: Researcher Diary /Notes

Numbers in coding key refer to page numbers of analysed transcripts.

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Abstract

This aim of this study was to explore the case of under-attaining Year 7 readers attending school in an area of socio-economic deprivation. It aimed to provide insights into interrelated pupil reading processes, performance outcomes and affective issues. Change in aspects of reading skill, attitude and motivation were considered in an inquiry into the impact of a ten week reading intervention programme.

Teaching Assistant partners with little or no previous experience of delivering literacy intervention engaged in training in order to deliver the one-to-one, personalised Better Reading Partner (BRP) intervention programme to pupil participants.

Analysis of quantitative and qualitative data from tests, observations, questionnaires and interviews with pupils and intervention participants suggested that an intervention enriched reading environment providing space and time for pupils to develop self-monitoring skills and strategies may lead to transformational change in pupils' reading process and attitude towards reading.

For pupils needing to make rapid progress as a matter of urgency, individual BRP intervention may offer a context for providing constructive support.

Chapter 1

Introduction

Despite the demonstrated success of early preventive intervention support for literacy difficulties (Gross, 2009; Hurry, 2012; Hurry and Holliman, 2009; Hurry and Sylva, 2007; Schwartz et al, 2012; Education Endowment Foundation, 2012; Burroughs-Lange, 2008; Burroughs-Lange & Douetil, 2006) some pupils arrive in K.S.3 with reading ability well below their peers. In response to this problem, 'Moving English Forward' (Ofsted, 2012) highlights learning to read as a critical issue facing K.S.3. The report calls for:

- use of intervention at transition to address the needs of children who remain in need of one-to-one or small-group teaching
- use of assessment information to move reading forward
- development of literacy skills across the curriculum.

Its call to develop reading for pleasure resonates with the 'Matthew effect' (Stanovich, 1980): low reading mileage as a result of disengagement with reading may have particular consequences for the lowest attaining readers.

A long tail of reading underachievement is evident in KS 3/4 literacy outcomes. 'Despite the efforts of dedicated teachers, one in five eleven year-olds still leaves primary school struggling to read and write This figure is much higher for deprived pupils.' (DfE, 2010, p43). The 'second chance' of cost-effective early preventive intervention may be a missed opportunity, in spite of 'Pupil Premium' funding (Ofsted (September 2012)).

A recent report featured characteristics of 68 schools narrowing the attainment gap between the most disadvantaged children and their peers. 'The Pupil Premium: how schools are spending the funding' (Ofsted, 2013) highlighted the use of research evidence in adopting successful intervention initiatives, the importance of drawing on pupil experiences and ensuring that support staff delivering intervention are highly trained.

However, there is limited research into effective intervention strategies for Y7 struggling readers (Stothard et al, 2010, p98). As secondary schools require an evidence based framework of what works well to demonstrate accountability for decisions around literacy support, this is problematic (Brooks, 2013). Given the limited available guidance to support the strategic choices of KS 3 Senior Leadership Teams (SLT) to close the gap, local case studies could enhance schools' decision making.

Theories of reading acquisition suggest reading is a complex task requiring highly skilled, contingent, scaffolded teaching for the hardest to teach struggling readers (Clay (1991), Lyons et al (1993). However, schools may select interventions which only address sub-elements of the reading process which may not offer a successful solution. These approaches may not be complemented by initial/ongoing staff training which strengthens Assessment for Learning (AfL) in reading.

Reading Recovery (RR) is a research-tested intervention that allows personalisation to address particular needs of individual, younger struggling

readers (Cox and Hopkins, 2006). It demonstrates consistent success in pupil outcomes as a result of rigorous staff training in observational techniques and analysis of individual pupil strategic processing strengths on continuous text. This enhances formative evaluation and feedback on learning.

Better Reading Partnership' (BRP) adopts the theoretical principles of RR in a less intensive programme for children already secure with early reading concepts and skills. As such, this programme may be appropriate for older children.

Close observation and specific prompting to support a pupil in verbalising what they partially know and need to do next is a feature of both programmes' within the 'Every Child a Reader' (ECaR) approach to intervention (<http://reading.recovery.ioe.ac.uk/reports/636.html>). Ofsted identifies close assessment and individual feedback as a focus for inspecting reading (DfE, 2011 p52). Offering such feedback requires skilled responses from well-trained staff. Hattie identifies skilled teaching as providing feedback in learning (2012).

In RR, theoretical and procedural knowledge are developed as teachers engage in shared critical evaluation during observations of live teaching (Lyons et al, 1993). Teachers are trained to record and use close observations of independent processing on familiar, recently introduced and unseen text. Specific language is used to contingently praise, prompt and model, at a child's cutting edge (Clay, 2001). Constructive interaction focused on developing

independence is associated with higher outcomes (Lyons et al, 1993, p83) and concerns strengthening meta-cognition (Hattie, 2012).

Reading Intervention

Better Reading Partnership (BRP)

BRP is a 1:1 reading intervention aimed at children achieving just below the class average who lack motivation or read without enjoyment¹. Programme data reveals average gains in RA in 10 weeks of 9 months at Year 6.

The two day training aims to develop understanding of how children learn to read based in part on Clay's theory of reading acquisition (Clay, 1966). Reading 'partners' are introduced to formative reading assessment techniques and a way of teaching through interaction that reinforces good reading behaviour and works to develop stronger reading process skills. TA and staff participants were offered the training in order to participate in the study..

BRP combines the use of robust AfL practices² with support and scaffolding from a trained adult to promote independence. The teaching strategy is enhanced by the use of texts well matched to pupils' interests and reading levels (Appendix 2).

My interest in this study's questions emerged from a professional role in early preventive intervention programmes. I was concerned about the case of children denied the opportunity of early preventive intervention in primary school

¹ See Appendix 1 for lesson structure

² Appendix 19-AfL prompt sheet

and interested in the significance of an intervention programme to their development as readers at transition to secondary.

The case of under-attaining Year 7 readers has particular significance where the attainment gap at Year 7 continues to widen across KS3. In my local area, the issue of a widening attainment gap is accentuated at the end of KS3/4 for Free School Meals (FSM) and non-FSM peers. In what ways might successful approach to intervention impact on Year 7 children? I aimed to explore whether intervention could be successful in KS3, to develop greater insight into the characteristics, diversity and instructional needs of struggling Year 7 readers over time following reading intervention.

Summary

This chapter introduces the need for effective intervention for older struggling readers and provides an outline of the BRP programme. In chapter 2 I offer a review of literature relevant to this inquiry. In chapter 3 I outline my chosen methods before going on to share findings in chapter 4. Finally, I discuss themes emerging from findings and consider implications for policy and practice.

Chapter 2

Literature Review

Introduction

This chapter presents a review of key themes of relevance to struggling older readers. First I outline models of skilled reading aloud offering insights into how reading operations are performed by successful readers. I identify key factors implicated in the development of reading before discussing possible ways of conceptualising the difficulties of older struggling readers. The TA role is considered in the light of training needed to impact student outcomes.

Defining the gaps: models of the reading process and reading difficulties

Models of a complex reading process explore the cognitive transfer of information across semantic and phoneme systems, offering ways of conceptualising normal and problematic reading development (Coltheart et al, 2001).

Stuart's (2006) review of evidence relevant to understanding how children learn to recognise, understand and pronounce written words draws upon Coltheart et al's (2001) Dual Route model. Coltheart's model suggests that as words are activated in phonological, semantic and orthographic forms, this enables word pronunciation, understanding and recognition. As letter identification activates lexical and non-lexical processing routes, readers may go from print to sound directly through a non-lexical route or indirectly through a lexical route.

Experimental studies based on this model suggest the significance of teaching children grapheme-phoneme correspondence rules and phonological awareness for non-lexical processes (e.g. Hulme et al, 2002, cited in Stuart, 2006) and even lexical processes (Savage and Stuart, 2006, cited in Stuart, 2006).

Experimental findings illuminating decoding and text comprehension have shaped education policy and practice (Burroughs-Lange in Watson and Askew, 2009). The National Literacy Strategy's 'Searchlights' model represented the reading process as four equal compensatory strategies: phonics, word recognition, grammatical knowledge and context (DfES, 1988). The Simple View of Reading (Hoover and Gough, 1990, cited in Nation and Angell, 2006, pp79-80) highlights teaching of phonics as fundamental to decoding but not sufficient to secure text comprehension as wider oral language skills are also involved (Stothard, 2010, p2). As not all children show even development across word recognition and language comprehension continua, the model's quadrants are used to describe a number of possible profiles across typically developing readers (Stothard, 2010, p4).

Phonological processing and phonics may be significantly implicated in older children's reading difficulties, as prior to 'The Rose Review of Early Reading' (2006), systematic synthetic phonics teaching and learning was not part of a national strategy. However, the orthographic irregularity and syllabic complexity of English cautions against a uni-dimensional phonic emphasis (Goswami, 2005).

Weak text comprehension may be related to difficulties in language development (vocabulary acquisition), inference or learning problems (Nation and Angell, *ibid*; Fountas & Pinnell, 2006). There may be issues with 'control processes' and 'repair strategies' for sustaining text comprehension (Nation and Angell, *ibid*, p78). Teaching for active use of 'real time' compensatory processes and strategies may require fine-tuned assessment and preventive intervention. Fluency is implicated in the development of comprehension as both process element and product (Allington, 2006; Stothard et al, 2010). Prosody difficulties may also be implicated (Holliman, 2010).

Models offer a framework for describing and predicting reading profiles component reading skills which may suggest involve compensatory intervention. Snowling et al's longitudinal family study of pre-school children at risk of dyslexia identified four reading outcomes dependent on interaction of phonological and language skills, where compensatory effects were revealed (2003, cited in Snowling and Hulme, 2006, p67).

However, models do not discuss pupils' self-monitoring for integration of components within an active reading process (Clay, 2001; Stothard et al, 2010). This may explain profiles of pupils who have no issues with 'parts' of the reading process but who fail to bring them together.

Older struggling readers

A complex reading process suggests a range of possible 'gaps' in skills and error correction strategies that may face older struggling readers. Although there is the possible effect of intrinsic compensatory influences (Snowling, *ibid*) weaknesses may be compounded by environmental issues: availability of text types (easy/instructional; genres; format) appropriate to ability, interest levels and age. Restricted access may affect attitude and motivation to read (Stothard, 2010) which in turn may adversely affect the level of reading practice for developing and maintaining reading outcomes.

Fewer studies focus on older readers as opposed to younger children (Allington, 2010; Brooks, 2013). This imbalance suggests the need for further exploration which may reveal patterns of performance and factors otherwise concealed behind test scores alone. Valencia and Buly identified divergent needs in a study of 5th Grade struggling readers (2004).

Factors affecting reading process development

Reading mileage and text type

'Unless children are personally motivated to read....their reading capacity could even regress Extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.' ('Moving English Forward', 2012, p43). The 'Matthew effect' demonstrates that those who do read become better readers and those who don't, weaker (Stanovich, 1986).

Selection of appropriate text provides opportunities for faster, fluent processing on familiar text and problem solving on more challenging instructional levels. Text availability at both easy and instructional levels supports fluency. Familiar reading may enable pupils to experience positive feelings of success that motivates them to expand the amount of reading (Allington, 2010).

The resources and opportunities for failing pupils to exercise choice within a selected, finely differentiated 'instructional' range of texts may be problematic at K.S.3. Choice and access to text have been identified as possible influences in pupils' reading for pleasure, (Schraw et al (1998); Clark and Phythian-Sence (2008); Evans et al (2010)). Evidence suggests there may be a relationship between reading frequency, enjoyment and attainment (Clark (2011)). Although text availability is a key variable, 'mileage' is also a function of motivation and weak reading skills.

Affective issues

Few studies stimulating professional discourse, research and policy appear to give expression to under-attaining Y7 children's affective experience of reading intervention (Bassey, 1999). This is a dimension which might enhance evaluation of national/ local strategy.

Chapman et al (2000) identify strong relationships between affective issues (attitude, motivation, self-concept) and reading achievement. The London Comparison Study (Burroughs-Lange & Douetil, 2007), revealed the positive impact of 'Reading Recovery' on both literacy attainment and affective aspects

of younger struggling readers. However, older children may be more explicitly aware of differences between themselves and successful peers and this may adversely affect attitude and motivation. Under-attaining Year 7 readers may have experienced years of 'failure' and have embedded perceptions of themselves as failing readers who may not be motivated to read (Hascher, 2010).

Chapman and Tunmer (1997) identify reading self-concept as a combination of three components: perceptions of competence, difficulty and motivation. Pupil motivation to extend 'mileage' is implicated in reading progress by Stanovich (1986) and Henk and Melnick (1992) cited in Chapman et al (2000): 'the motivational influence ofself-perceptions determines whether 'opportunities to read would be sought....., the amount of effortexpended during reading and the degree of persistence in pursuing text comprehension' (p111).

Despite the significance of these interconnected factors (Quirk and Schwanenflugel, 2004), many studies do not appear to include motivation and self-esteem as valuable process or outcome elements as in Edmonds et al's synthesis of interventions and effects on reading outcomes (2009).

Grounded theories of literacy acquisition: it's not just the 'what', it's the 'how'

Experimental designs provide statistical analysis of relationships in determining cognitions in reading processes (Watson and Askew, 2009, p209). Findings may confirm or challenge theoretical models but may not provide deeper

insights needed to develop and refine theory (Clay, 2001). Grounded theory is a research strategy and style of analysing data (Robson, 2002). Its method explores use of direct observation of literacy processing to consider a reader's independent monitoring and self-regulation behaviours *during* processing (Clay, 2001; Schmitt, 2005; Valencia and Buly, 2004). Close observation of young children's strategic behaviours during text reading led Clay to view reading as 'a complex model of interacting competencies' (2001, p224). Systematic recording of observed reading and writing behaviours using processing coding categories in 'Running Record' transcripts were used to support analysis and interpretation of observations (see Appendix 4) .

Clay's theory of early literacy acquisition (2001, pp269-70) explains learning to read in terms of the development of working systems needed to complete increasingly complex tasks. This provides a transformational theory of integration in contrast to 'additive' models of literacy acquisition. The theory identifies the successful developing reader as an active, independent problem solver, strategically searching for and linking different competencies and sources of information³ to detect and correct error (p199).

Teaching struggling readers how to engage in constructive learning₁ implies the need for highly trained observers. The skills of closely monitoring changes in individual readers' and writers' strategic behaviour in order to 'stimulate, foster, support and reinforce a learner's reading work' require initial and ongoing development (Watson and Askew, 2009, p108). In guiding more efficient

³ These are defined by Clay (2001) as 'meaning'(M), structure or grammatical awareness (S) and visual information (V) -see Appendix 3

processing through contingent, scaffolded interactions, effective teaching decisions (-which behaviours to reinforce, to model or prompt) would support accelerated reading progress. Cox and Hopkins (2006) support Schmitt et al's (2005) theoretical principles and theory-based instructional assumptions derived from Clay.

Clay's constructivist theory relates to theories of learner self-regulation (Vygotsky (1962); Singer, 1994, cited in Clay, 2001, p189). In a synthesis of over 800 meta-analyses relating to achievement, Hattie identified the significant influence of meta-cognition strategies. These promote learner independence through self-monitoring (2009). This approach was ranked 14th /138 influences in terms of effect size on pupil achievement (Hattie, 2012, p251). This confirms the high ranking for meta-cognitive based teaching intervention in terms of effectiveness (evidence based average impact on attainment and cost) in a review of effect sizes reported in British and International comparative data (Education Endowment Foundation, 2012).

A complex reading process raises the possibility of many different gaps. This theoretical perspective represents a constructive learning 'gap' that may or may not form part of the assessment of struggling readers' learning. Older children demonstrating weak strategic processing - who struggle to successfully integrate word recognition/ text comprehension knowledge and skills on text - may still need explicit teaching and successful practice in learning how to use knowledge and skills. The next section discusses intervention to address the gaps that might occur and implications for professional development.

Minding the gap: features of effective intervention

One indicator of successful preventive intervention is attainment gains sustained well beyond the period of intervention (Gross, 2009). This requires intervention that secures transformational changes in learning. Contingent feedback is recognised as one feature of an effective reading intervention environment (Lyons et al, 1993). Dylan and Black's effective learning environment included close observation, provision of specific feedback, shared self-evaluation and evaluation of next steps (1998). Hattie identifies the positive significance of pupils receiving *and* giving feedback to teachers in making learning visible (2012): 'Feedback intervention' is identified as having the highest effect ranking in terms of impact on attainment and cost (Education Endowment Foundation, 2012). Ofsted identifies close assessment and supportive, individual feedback as a focus for inspecting reading (2011, p39).

For older children with specific gaps, personalisation of feedback may be highly significant. A programme providing scope for individual focus within its general structure such as BRP, allows fine tuning to address these gaps.

'Reading Recovery' and 'Better Reading Partners'

Both interventions involve trained adults teaching for reader self-regulation and independence through close observation of strategic processing strengths, use of contingent feedback and carefully selected texts. Texts in both programmes are chosen across a fine gradient of difficulty to ensure teaching is pitched at the correct instructional level for each pupil, taking into account interests and linguistic challenges.

Whilst the effectiveness of Reading Recovery has been extensively evaluated through Randomised Control Trials(RCT) (e.g.London Comparison Study (Burroughs-Lange&Douetil, 2007), the validity of this research may be challenged as the programme is implemented in diverse settings over time (Allen, 2013). However, as one part of a 'continuum of evidence gathering' of the programme's success which includes smaller, local data sets (Morris, 2013, p5), RCTs underscore the programme's positive outcomes.

Teacher effectiveness

A reading intervention programme characterised by close observation of a range of competencies within a complex reading system, contingent verbal feedback and incisive teaching decisions calls for highly trained adults (Valencia & Buly, 2004). Hammond–Darling's review of research evidence into teaching effectiveness suggests that initial and ongoing training leading to teacher accreditation may be critical to the success of such intervention (2002). However, in many educational settings, professional, financial and practical limitations might restrict deployment of a highly qualified intervention 'teacher'. This may be an issue in a Key Stage 3 setting characterised by non-literacy subject specialists. An alternative strategy might be to consider the deployment of TAs given provision of training that provides relevant skills and knowledge (Blatchford et al, 2009). There is a strong primary evidence base to support the strategy of using specialist teaching staff to deliver time limited, targeted early preventive intervention programmes.

BRP: TA led intervention

BRP offers impact through support and scaffolding from a trained adult (Brooks (2013). The challenge it offers to schools is in providing TAs with professional development and ongoing support essential for promoting independent application of knowledge and skills, flexibility and independence in use of strategies at points of difficulty (Blatchford, 2009).

Summary

A complex reading process is subject to influences which may compound reading difficulties, particularly for older struggling readers. Grounded inquiry offers theoretical insights into strategic processing gaps. Cost effective, research-tested interventions informed by these insights require highly trained staff: training may support the role of TAs in providing effective intervention environments. This review suggests that effective intervention for older readers is a field requiring further investigation. It underpins my intention to design a study enabling exploration of some of these factors. In the next chapter I outline this inquiry.

Chapter Three

Research design and methods

Introduction

This study's aim was to develop 'concentrated inquiry' to explore the case of a small group of older under-attaining Year 7 readers (Stake, 2000). In order to develop trustworthy data from which to draw meaningful conclusions, I took care to select an appropriate design. This chapter offers a rationale for design and methods chosen. I introduce participants, ethical considerations and describe chosen methods.

Research Questions

Professional interest in achievement gaps for younger pupils extends to the case of older pupils. The study's main purpose was to investigate the case of a small group of struggling Year 7 readers through the lens of targeted reading intervention. The main research question asked how use of aspects of an ECaR intervention might enhance Y7 reading skills and experience. Further questions helping to explore this were:

- How do aspects of reading attainment change during the intervention?
- How do under-attaining K.S.3 pupils perceive their reading skills? How does this change following intervention?
- How do under-attaining K.S.3 pupils describe their interest and motivation in reading? How does this change?

These questions would allow me to develop a tentative profile of the reading characteristics, strengths and interests of pupils in a K.S.3 school setting from a range of participant perspectives.

Case study context

The study required choice of a K.S.3 school context with high percentages of pupils eligible for FSM and a forward looking SLT to embrace intervention programme and improvement opportunities emerging from findings.

The school, serving pupils from six feeder primaries, was smaller than average (445 pupils), located on a large social housing estate in an area of high socio-economic deprivation in NW England (Appendix 5). The deprivation Indicator for the local area is 0.46, compared to 0.21 nationally (DfE, 2013). 63% of pupils are eligible for FSM, well above the national average (26.7%). The majority of pupils are White British with English as first language. In 2012-2013, 37% of children were assessed at SA/SA+ and 16% received an SEN Statement. At the school's last Ofsted Inspection (March 2012), 'satisfactory and improving' judgements were obtained across all categories. The current SLT has been in post for 4 years and evaluates its SIP termly.

Groups of under-attaining readers are systematically identified. School data suggests that high percentages of pupils in this group are eligible for FSM: 14/18 (78%) pupil participants in the study sample were eligible for FSM.

Design

Research questions required detailed focus on a specific context which would enable me to explore aspects of the case. In addressing them, inquiry boundaries were drawn around pupils' 10 week intervention programme sessions. A flexible design was chosen to allow consideration of themes which may become evident as the study progressed. A flexible rather than a fixed design was sufficient since there was no intention to investigate causal relationships of variables or compare groups (Hammersley, 2008; Yin (2013)). Although not providing the possibility of generalisation to other contexts as in fixed experimental design, case study would provide opportunities for deeper understanding of emergent issues. However even in case study, research cases are compared to others' (Stake, 1995; Hammersley, 2008).

I chose case study because of its potential to provide a detailed focus on aspects of pupils' reading 'within its real world context' (Yin, 2013, p17). It would be relevant to an educational setting unfamiliar to myself as researcher, 'where the boundaries between participant behaviour and attitudes and causal mechanisms may not be clear' (Robson, 2002).

Although triangulation of 'multiple sources of evidence' (Yin, 2013) might produce 'contradictory' results, this would challenge the researcher to infer deeper understanding of the case (Gillham, 2008). Stake identifies opportunity within case study design: although triangulation is a process used to verify interpretation, 'no observations or interpretations are perfectly repeatable': triangulation therefore serves 'to clarify meaning by identifying different ways the case is being seen—to identify different realities' (2000, p454).

Evaluative assessment of reading performance outcomes following intervention would be one aspect of exploratory inquiry supporting the school in refining practice and deciding whether to continue with the intervention and expand it (Robson, 2002; Bassey, 2009; Miles and Huberman, 1994). Quantitative data collection methods were therefore chosen to complement qualitative data, strengthening triangulation.

The study began with an initial SLT meeting, extending to collection of post-intervention data.

Data verification

Unlike a fixed design study, a flexible design would raise issues of reliability and validity, particularly as the researcher would be both an instrument of data collection and participant-observer as reading intervention trainer. However, as reflexivity can identify areas of potential researcher bias, this would strengthen credibility (Robson 2002, p172). The researcher would have responsibility for verifying the accuracy of data collected at all stages and be responsive to contradictory evidence (Robson, 2002, pp167-8). Triangulation methods would strengthen trustworthiness (Robson, 2002, p174).

Participants

Flexible design provides multiple sources of evidence ethically obtained from a range of participants, increasing the possibility of identifying significant aspects of the case which might be lost through test data collection alone (Robson,

2002, p294). Pupils, TAs, the school librarian (trained to deliver BRP) and SLT were invited to opt in as participants informing study of the case.

Ethical considerations

An ethical approach to protecting participants was submitted for approval in ensuring that the study did not infringe ethical guidelines (BERA, 2011). All participants were invited to take part in the study with understanding that pseudonyms would be used to protect individual identities. Pupil vulnerability and researcher responsibility were discussed prior to data collection with SLT (Morrow & Richards, 1996).

An instrumental case study design might potentially capture individual pupil details emerging as 'embedded, mini-cases' (Stake, 2000, p451). The design would offer ongoing opportunity to explore pupil and TA participants' experience of aspects of reading teaching and learning processes, 'making relationships understandable and allowing for 'examination of these complexities': 'As cases respond differently to complex situations, the interactivity of main effects and settings can be expected to require the particularistic scrutiny of case study'. (Stake, 2000).

Pupils

A purposive sample of the lowest attaining Year 7 pupils was chosen to engage with the intervention. Pupils considered by the AHT as possible participants were identified through NC assessment⁴ and standardised reading test⁵ data.

⁴ See Appendix 6

⁵ 'New Group Reading Test' (2010), GL Assessment

Eighteen children were initially selected (7 boys, 11 girls). This number was determined by the number of Teaching Assistant / school staff each available to deliver the intervention to two children. The group included children identified by the school within the lowest 'Accelerated Reader'⁶ groups. Of 18 pupils, 14 were identified as '7.4' lowest band readers and four as readers within the next highest banding ('7.3'), (Appendix 11).

School staff

Research questions required trained partners to deliver BRP intervention. Partners would provide data through interviews and intervention records. The number and range of school staff invited to participate were identified by the SLT as reflecting school capacity for staff to be released to receive training and deliver the intervention across school departments. This decision was made to support the SLT in building capacity for sustained changes in its approach to literacy provision (e.g. cross-departmental approaches). One implication of this was the need for the researcher to train and provide support for staff with limited prior experience of teaching reading skills.

Teaching Assistants

Appendix 10 identifies the range of teaching assistant staff trained to deliver the intervention programme. Beyond their key role in shaping the intervention's affective reading environment, TAs provided interview data across the timescale of the intervention and post-intervention data.

⁶ 'Accelerated Reader': a commercially produced reading progress-monitoring tool produced by Renaissance Learning Inc. Children's 'quiz' scores relate to broad bands of selected texts.

Librarian

The Librarian acted as a non-teaching staff member trained to deliver the reading intervention. She provided a unique perspective as a staff member designated to manage the AR tool for school pupils (Yin, 2013, p111).

Methods

In this section I present a rationale for choice of methods. A mixed method approach to data collection was adopted to create triangulated checks for reducing ‘ inappropriate certainty’ and increasing trustworthiness (Robson, 2002, p370). Observations of reading behaviour, reading tests, semi-structured interviews and survey questionnaire would allow qualitative exploration of unstructured data (theories of reading, attitudes and motivation) whilst providing quantitative analysis of reading levels. Pre/post-intervention data collected from a range of participants using these methods would be important in providing insights into processes and change over time. A data collection schedule provides an overview to support the reader (Appendix 8).

An analytic approach to data analysis was adopted. The target group interview was recorded and transcribed until emergent themes were identified. Semi-structured interview responses were analysed, based on identified categories and themes emerging during the interview process and through other data collection methods.

Piloting

A pilot, small group semi-structured interview was used to test the language, tone, salient areas, interview tools and techniques. This was appropriate given the researcher's limited experience in this area. As this was a flexible design, the pilot was incorporated within the study itself (Robson, 2002, p383).

Observations

Direct observation and sampling of reading aloud might provide insights into patterns of reading behaviour from which processing strengths may be inferred. Observational records/notes recorded before, during and after intervention would allow analysis of change. All BRP partners were trained to use 'running record' procedures ⁷ in adopting a standard approach to observing reading aloud. At the start and end of the study, partner and researcher sampling of reading aloud would provide an opportunity for triangulation of data from multiple observers, increasing the reliability of evidence.

Documents

A small number of documents (e.g. BRP programme teaching notes, lesson records, running records) were used to confirm interview data.

Interviews

The research questions required a tool through which to explore change in children's reading attitudes, motivation and any other issues which might emerge as indicators of unique perspectives. Interviews were chosen as a strategy allowing flexible adaptation to different participants' roles, combining

⁷ 'Running Records' Appendix 4.

well with other methods (Robson, 2002, p270). Semi-structured interviews would offer opportunities for clarification of opinions and observation of non-verbal cues and expressions unavailable through surveys and questionnaires alone (Robson, 2002). The semi-structured interview process would allow me to probe lines of enquiry emerging from observations of pupils' reading, survey responses and comments.

A semi-structured small focus-group interview was chosen to explore aspects pre-intervention. This would perhaps offer a more familiar, relaxed context for discussion at the outset than individual interviews with a relatively unknown adult researcher. A purposive sample of 5 pupils was identified by the AHT to take part. These pupils were selected based on the AHT's prior knowledge of positive relations between pupils likely to feel relaxed sharing ideas/feelings.

A pilot semi-structured group interview was identified as an opportunity to refine my use of the tool prior to working with case study participants. Pupils in the pilot group were drawn from an attainment band just above that of the target group. The possibility of similarities between the pilot and case study group created potential for fine-tuning interview questions and tone of the interview for the case study group.

Short, semi-structured interviews were occasionally carried out with intervention partners individually, in two's three's and as a whole group across the 10-week, BRP-programme. These discussions provided insights into changes in pupils'

theories of reading and attitudes and an opportunity to engage directly with TAs' understandings in delivering intervention.

Notes / recordings were taken during interviews with the consent of interviewees. Permission to transcribe views in the research report was obtained in advance. All participants were keen to take part in the process.

Pupil survey

A familiar questionnaire format was used to increase pupil's emotional security with the project at the outset (Appendix 3.11). It provided a starting point for developing lines of enquiry: *'In your survey you said Tell me more about that'*. Pupils were invited to choose a questionnaire format (hard/electronic copy). As far as possible, children completed the survey independently to reflect individual views.

Reading tests

YARC(Secondary) standardised and non-standardised observational assessments of accurate continuous text reading, single word reading, comprehension skills and rate was chosen to provide a comparative measure of reading skills and individual strengths (Stothard et al, ibid). Secondary rather than primary passages were chosen to facilitate comparison with UK norms, informing understanding of the diversity of the case.

Conclusion

This chapter has identified the key features of the inquiry process through its design. Case study was chosen as having the scope and features of an 'all

encompassing method' to address the research questions (Yin, 2013, p17).

Data findings based on data collection methods outlined are identified in the following section.

Chapter 4

Findings

'I don't put my hand up to read out loud, 'cos I'm scared to do it in case I got a word wrong or people laugh so I don't like it, so that's why I don't like reading out loud. I don't feel confident.'(PP/Angela/FGI/S 47-pre-intervention)⁸

Introduction

Angela's comments reflect her experience of being an under-attaining Y7 reader. They suggest interplay between skills, attitude and motivation emerging as a theme from data.

The aim of this research was to explore change in aspects of the lowest attaining readers' skills, attitudes and motivation following BRP-intervention. This chapter presents findings as key themes distilled from coding categories that appeared significant to study aims.

Themes

A range of participant perspectives were considered in attempting to provide a holistic view of the case. Analysis of observations of reading aloud, questionnaire responses, interview notes, discussion transcribed from a semi-structured focus-group interview and BRP Partner written records are presented

⁸Pupil Participant /Angela/ Focus Group Interview; Speaker 47 – Appendix 12

alongside quantitative data⁹. Pupil progress measures from Test 1 and Test 2 are used to explore features of the case and change over time.

Key themes are explored and summarised across subsequent sections:

- School reading environments: timetabled reading contexts, assessment procedures, affective environments
- Change in aspects of reading skill, attitude, motivation (Appendices 14-16)
- Findings relating to embedded pupil cases illustrating interesting features of the case (Appendix 17)

School reading environments for lowest attaining readers

School strategy

Literacy has a high profile as an area for development. SLT believes that functional literacy is crucial to children realising their potential and enjoying life-long learning. The school has strengthened awareness of literacy across the curriculum through provision of Writing and Reading frames across departments. Staff appraisal is to be linked to literacy teaching in 2013-2014¹⁰. These developments underscore the school's belief that all staff are accountable for children's literacy progress.

⁹ YARC(Secondary) Tests 1/ 2 were administered pre/post the 10 week BRP intervention. For data collection schedule see Appendix 8.

¹⁰ To involve teachers in identifying the range of text types being taught through subject specialisms, schemes of work and lessons.

Screening

All Year 7 pupils are assessed on entry into Year 7 using a standardised reading test¹¹. Results are used to identify children with reading ages below chronological age at risk of falling further behind. Half-termly pupil progress meetings, tracking and monitoring procedures allow staff to identify children's rate of progress and review provision.

Accelerated Reader

Ongoing monitoring of reading comprehension is carried out through the Accelerated Readerⁱ text banding and assessment tool. Following silent, independent reading of a chosen AR text from a designated band¹², a pupil answers multiple-choice questions at a computer. A raw score is converted into a RA as an indicator of reading achievement and progress. Feedback is shared with pupils through computerised scores determining the text level subsequently offered for selection. The librarian has a key role in monitoring the process and presenting texts for selection (Lib/I/1). Pupils' accuracy, fluency and summarisation skills are not assessed through the procedure.

IVC

Lowest-attaining readers are supported through sessions taught in an Intervention Nurture Centre (IVC). Provision includes use of published programmes incorporating grammar, phonics and spelling. In recognising the

¹¹ GL Reading Test, (2010)

¹² Pupils engage with AR texts once a week during weekly library time. Following the AR procedure, pupils browse and choose from any text within the library. The lowest AR banded books for the lowest attaining readers are mainly narrative.

importance of alignment between pupils' experience of literacy in departmental subjects and IVC, subject specialists deliver lessons alongside IVC staff.

Library

Pupils are timetabled to receive one weekly library session for selecting and reading from identified bands of Accelerated Readerⁱⁱ texts and browsing the library collection. Library books are no longer available for home borrowing due to poor return rates (Lib/I/p1)¹³.

Tutor-groups and departmental lessons

That's a really good strategy, but do you always do that in class?
(PP/FGI/S32)¹⁴

Pupils' chosen library books are stored in a tutor-group box in the library for use during library visits and tutor time. As not all tutors take the boxes to tutor rooms and there is a tendency for pupils not to read selected books during voluntary library visits (Lib/I/p1), pupils may have limited access to extended reading of texts. A chosen tutor-group 'class' text is to be read at least once a week.

Reading in tutor group time and departmental lessons involves children reading aloud in front of peers. Pupils' accounts of reading aloud evoked emotive descriptions (FGI/S:31-65) suggesting inter-relationships between affective responses, teaching procedures, reading behaviour and application of known strategies (FGI/S 41,53-54,60).

¹³ Librarian / Interview /p1 - Numbers in coding key refer to page numbers of analysed notes

¹⁴ Appendix 12

Reading aloud in class

At Test 1, observation of pupils' reading aloud suggested a tendency to read on past an error, even when this was a mispronunciation¹⁵, without rerunning or searching further through a serial attempt. During initial testing, 9/18 (50%) of pupils made mispronunciation errors, neglecting use of contextual meaning as an information source. Mispronunciations, particularly within de-contextualised word reading may be attributed to weak oral vocabulary (Yuill & Oakhill, 2009) and weakened capacity to access correct pronunciation (as opposed to decoding), but what might explain the high incidence of mispronunciations in continuous reading? How might this relate to reading aloud in class?

For proficient readers, a sense of cognitive dissonance arising from lack of alignment between sources of information in text may lead to strategic integration of information sources (MSV)¹⁶, (Hattie, 2012, p94). This process may be visible as serial attempts, increasingly accurate approximations to a target word and self-correction.

However, in departmental lessons pupils perceive reduced opportunity to apply known problem-solving strategies (FGI/S 55-60; 63):

- LH '...you told me some really good strategies so what do you do when you're reading in a lesson?*
- Emma Stop on a word and a teacher like picks someone else to start from that word*
- LH You pause and the teacher chooses somebody else then?*
- Andrew Like in [named subject] when I done it this morning I had to read out loud and I got stuck on a word and I didn't really like it and then I had to stop and someone else had to have*

¹⁵ Words that are wrongly pronounced or partially decoded that do not have any meaning e.g. balloon/ ballon; cloud/clud; excavate / achivate

¹⁶ M= Meaning; S = Structure V = Visual detail – see Appendix 2

- a go but I was all right with that because I didn't like reading in front of other people*
- LH *OK, so do you get the chance to use your strategies then?*
- 60 Emma *No, it feels everybody's watching you and you're under pressure like you've got no time.*

The 'passing on' of reading aloud to another pupil rather than addressing pupils' errors at a point of difficulty is confirmed by TA observation (Emma/l/p1). This might suggest lack of teacher knowledge of reading acquisition processes and need for further training in how to use prompts to scaffold pupils towards independent problem-solving. Alternatively, it may suggest empathy with pupil discomfort over perceived peer observation pressures. As an interaction pattern, it may discourage pupils from using known strategies, 'over-riding' a sense of cognitive dissonance (Hattie,ibid). Habituated over time across contexts, this may lead to an entrenched pattern of mispronunciation error.

Fake fluency, invisible errors

Further explanation of mispronunciations may relate to pupils not wanting to appear to stumble at a point of difficulty: inserting any word –mispronunciation or de-contextualised real word –may appear to sustain the pace of reading aloud, making difficulties less visible¹⁷ . Reading aloud at a fast rate without stopping at errors is described by a TA as a strategy for 'not drawing attention to struggling with words' (TA/Melanie/l/p1). Further reference to 'emotional climate' and self-consciousness restricting checking behaviour during reading aloud confirms this issue (Lib/l/p5).

¹⁷ See Appendix 13 for pupil examples.

In the FGI, pupils related reading aloud across reading environments to access to availability of text types, affective issues, reading level and practice, identifying more frequent visits to the library as beneficial (Appendix 11, FGI/S 89-111). Reading aloud in lessons emerged as an issue through juxtaposition of observational reading records and participant interviews. These dual perspectives provide insight into relationships between performance and reading environment informing understanding of the case.

Change in aspects of reading skills, attitude and motivation

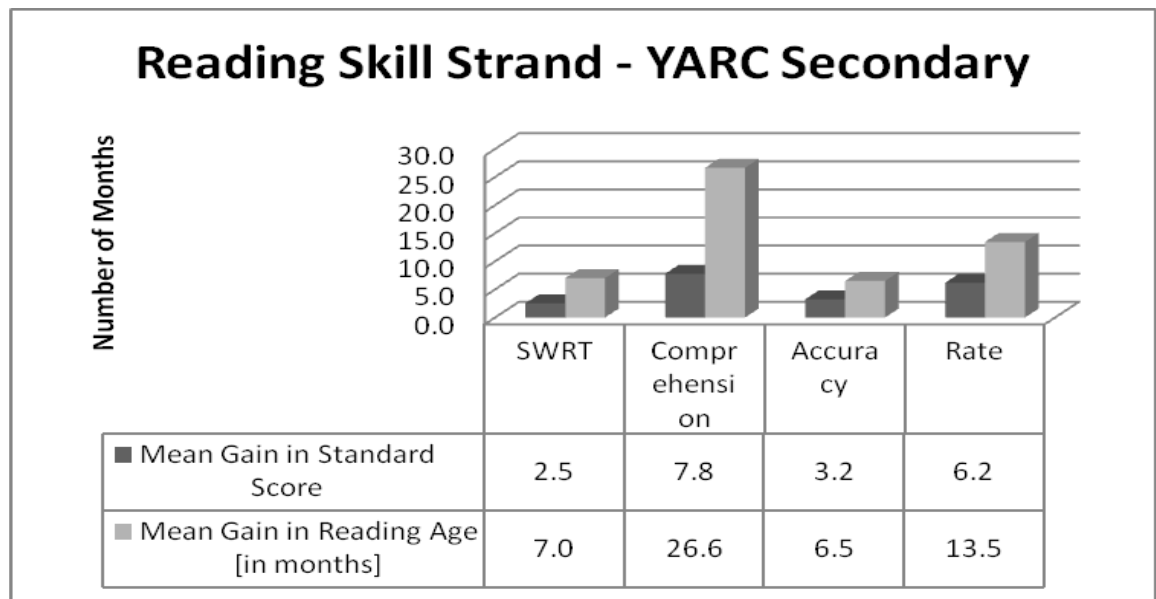
Reading skills

'I make up words that I like the sound of' (PP/Liz, pre-intervention, reported by TA/Janet/I/1)

Fourteen pupils were tested by the researcher at Test 1/2 to develop reliability of findings. Whilst gains across all strands following BRP intervention were evident, the most significant mean gains were found for comprehension (+26.6 months) and rate (+13.5). Relative gains are expressed for 14 /18 pupils with matched pre/post data¹⁸ showing increase in mean gains in RA/SS (Figure 1).

¹⁸Following YARC (secondary) administration guidelines, one pupil's reading was assessed against a higher level of passage reading which excluded norms for accuracy. Percentages relate to 13 pupils' SS/RA for this strand. Matched data for 4 /18 pupils was unavailable due to school TA deployment issues.

Figure 1: Mean gain in Reading Age (months) between Test 1 and Test 2 by YARC strand



For presentation of individual pupil pre/post intervention RA gains at Test 1/2, see Appendix 14.

Individual pupil profiles are used to illustrate specific gaps in the reading process (Appendix 17): although 4/14 pupils showed gains across both comprehension and accuracy, 7/14 showed increase in comprehension without gains in accuracy; 1 pupil showed accuracy but not comprehension gains, 2 pupils showed no improvement in either strand.

Standard Scores

Relative change across reading strands is discussed in terms of SS as recommended (Stothard et al, 2010, p96). SS were chosen to facilitate comparison against UK standardisation norms and support interpretation of

differences in reading ages¹⁹ (Stothard et al, 2010, p6). In YARC secondary, SS have an average of 100, representing a pupil with average reading for their age. A SS of 115 represents good reading; 85, moderate reading difficulty between 70-79, severe reading difficulty (YARC, 2010, p94). Figure 2 presents the upper/lower range of SS and RA, highlighting the 'extreme to moderate difficulty' of children with a RA several years below chronological age.

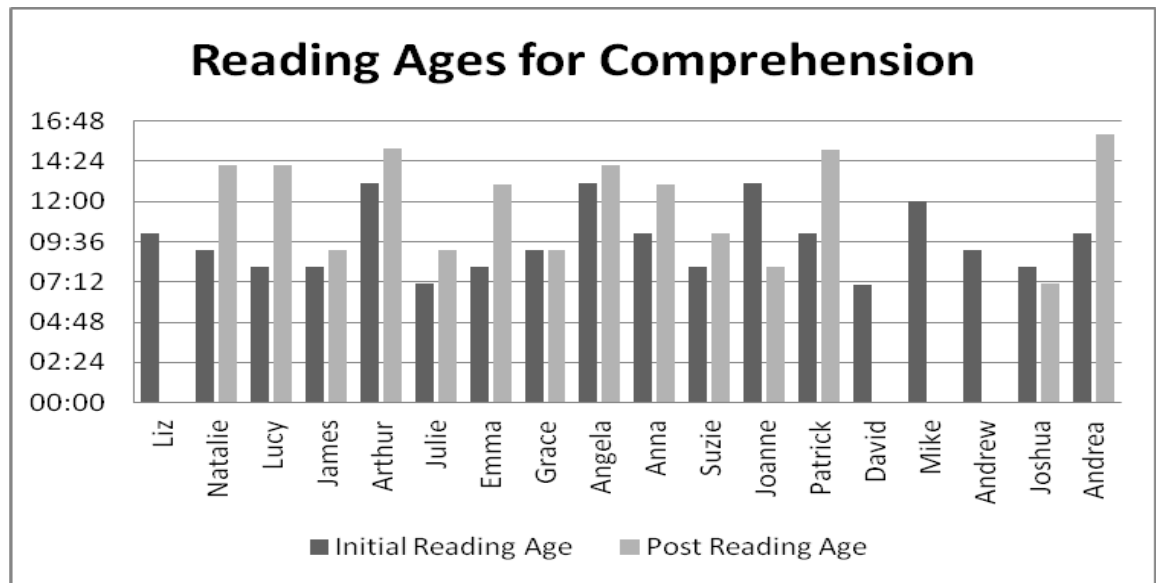
Figure 2: Range of SS and RA (yrs/mths) at Test 1 and Test 2

		Test 1	Test 2
SWRT	RA	06:09 – 9:09	07:06 – 11:00
	SS	<70 - 96	<70 - 96
Comprehension	RA	07:00 – 13:05	07:07 - >16:00
	SS	77 - 107	80 - 118
Accuracy	RA	07:00 – 09:11	07:00 - 11:00
	SS	<70 - 91	<70 - 95
Rate	RA	07:00 – 09:07	07:00 – 11:01
	SS	<70 – 88	<70 - 95

Comprehension

Figure 3 identifies outcomes for individuals and how generalised those are across 14 pupils with matched data. 11/14 pupils made comprehension gains in RA. Of the 3 pupils who did not progress in this strand, 2 were identified as receiving support for speech/language difficulties.

¹⁹ 'Reading ages should be used only very cautiously.' (Stothard et al, 2010, p6)

Figure 3: Comprehension RA at Test 1 / 2

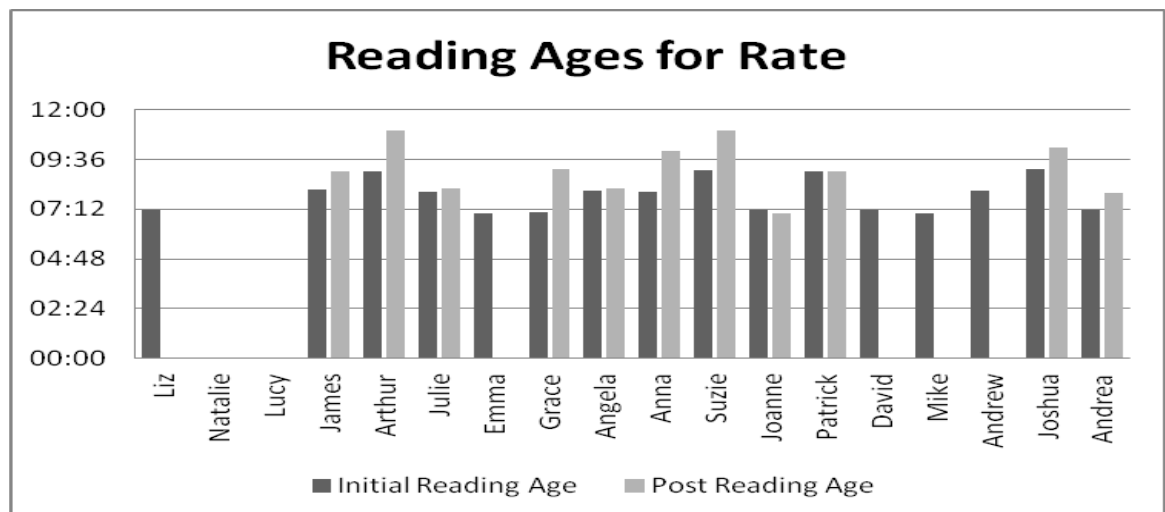
Pupils' comprehension gains may be related to increases in rate as one aspect of fluency (Stothard et al, 2010, p3; Briggs and Forbes, 2001, 2002; Zutell and Rasinski, 1991). However, increases in rate do not always relate to increases in comprehension (Applegate, Applegate and Modla, 2009). Perhaps relative increases in comprehension in this case were related to observed changes in types of error and reading behaviour suggesting greater self-monitoring, if not always leading to successful self-correction. Closer analysis of types of error and reading behaviours may be helpful (see below).

Test data is triangulated against participant comments: one pupil commented, "*I don't carry on if it doesn't make sense now. I sound it out*" (Suzie/l/p1), confirmed by a 50% increase in self-correction rate; a TA substantiated this finding: "*At first, you said, 'Shall we read that again because that doesn't make sense and sound right'. Now they do it themselves, I don't have to say it.*" (TA/Melanie/l/p3).

Rate

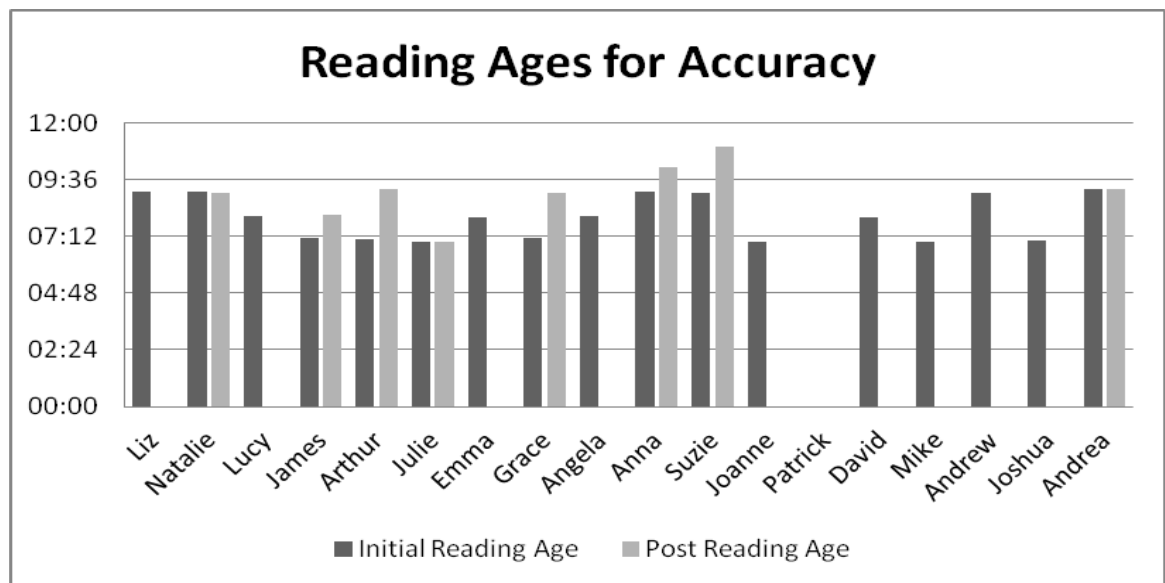
9/14 pupils showed a gain in rate (Figure 4). Gains in rate may perhaps be explained by the slight reduction in self-correction at Test 2 (Appendix 15), but not by the emergence of new repetition and serial search attempts for 7/13 and 9/13 pupils respectively. These self-regulatory behaviours would perhaps suggest a slower rate of reading. Whilst rate is one aspect of fluency, these gains do not necessarily suggest that pupils became more fluent: juncture, pitch and phrasing were observed but not measured for purposes of comparison.

Figure 4: Rate RA at Test 1 / 2



Accuracy

Figure 5 identifies accuracy gains in RA for 5/14 pupils. Interestingly, gains in comprehension did not appear to be reflected in more accurate reading aloud for all pupils.

Figure 5: Accuracy RA at Test 1 / 2

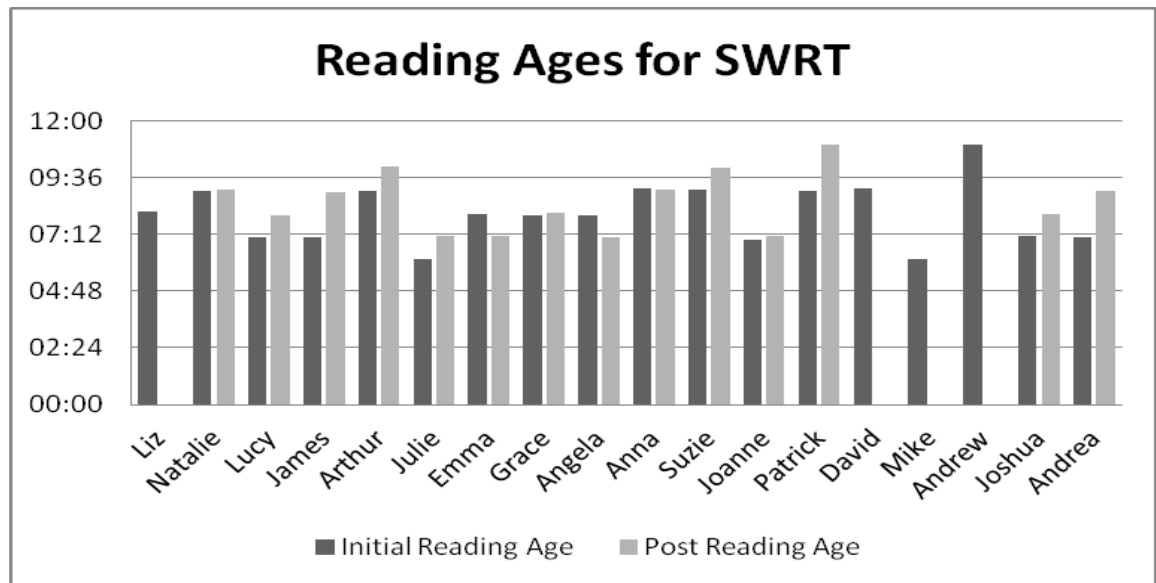
Perhaps relatively smaller gains in accuracy for some pupils were related to persistent affective issues (pupils' reluctance to take words apart with fingers, perhaps as a visible indicator of difficulty (Lib/l/p4) and less emphasis by inexperienced BRP partners on prompting for word level analysis in integrating all sources of information. Phonics was an identified area for further training for the majority of TAs approaching BRP training with no prior knowledge of SSP or progression in phonics (e.gTA/Cathy/l/p1). With 9/18 pupils making mispronunciation errors at Test 1, a focus for many TAs was modelling of and prompting for use of self-monitoring for sense and meaning. Perhaps there was not a sufficient shift in focus across pupils' programmes to address imbalances in prompting for use of different information sources over time or weak analysis of MSV from Running Records: a minority of TAs attempted to use Running Records on a regular basis to better inform text level selection and precise teaching foci.

Of 8 pupils who showed no increase in accuracy, 6²⁰ /8 demonstrated comprehension gains. For these pupils, analysis of types of error revealed a pattern of inflectional word ending errors with close approximation to target words that did not present at Test 1. This suggests that pupils may have been able to use meaning and may need to strengthen directional scanning to the end of words which further practice and specific prompting may facilitate. As AR does not monitor accuracy rates, it is possible that these pupils had developed a habit of obtaining the gist without scanning right to the ends of words.

SWRT

As for accuracy, relatively fewer pupils made gains in single word reading in comparison with those for comprehension (Figure 6). Whilst continuous text reading is a more realistic measure of reading skill (Clay, 2002), the weaker average gain in RA for SWRT is interesting. It appears to relate to smaller gains in the accuracy strand: perhaps pupils' directional concept of left to right scanning to the end of a word, facilitating application of phonic knowledge and skills, required further emphasis through TA modelling. Directionality within a word is an early concept about print that shows reciprocal gains with spelling (Clay, 2001). Analysis of the way in which pupils' decoding skills in reading relate to encoding in spelling may offer helpful insights.

²⁰ Natalie/Lucy/Julie/ Emma/Angela/Andrea

Figure 6: SWRT RA at Test 1 / 2

Closer analysis of patterns of error and behaviour which may provide insights into variation within and across strands is presented below.

Beyond test scores: analysis of reading errors and behaviour s

YARC classification of errors was extended for the purpose of analysis to demonstrate potential gains in self-regulatory behaviours: word repetition and serial attempts reflect independent, flexible processing, a key goal of BRP (for evidence of behaviours (see Appendix 15). In spite of inconclusive changes in accuracy (5 /13 pupils showed gains, 4 no change, 4 slippage in SS), key changes occurred in addition and omission errors suggesting a more attentive approach to reading. No pupil made an omission error on Test 2 (Test 1- 54% (7/13 pupils). Of the 2 /7 pupils who continued to make addition errors on Test 2, the percentage of error was smaller (Appendix 15). The emergence of serial search attempts on Test 2 confirms changes in processing revealed through questionnaires and interviews:

LH: What do you do well when you read?

Anna: I try words. I keep trying.

LH: How?

Anna: I say one part of a word, (like a hard word), then another part, then another.

Resilience in sustaining self-monitoring at points of difficulty is evident in post-BRP interview data, strengthening trustworthiness: “I don’t tend to carry on if it doesn’t make sense now. I sound it out” (PP/Suzie/l/p1); “ Lucy picks up on mistakes herself now. She’ll say, ‘That doesn’t make sense. Can I have a look at those words’. She shows more of an interest in her errors.” (TA/Cathy/l/p1); “If I get stuck I think for a few seconds in my head and sound out. I go back and see if it makes sense in the story. It’s easier to read if you know what words mean. Some of us are fast/slow readers. I like to read slow so I understand what it means.”(PP/Joanne/l/p1). This statement is confirmed by doubling of repetition and serial attempts in Joanne’s reading at Test 2.

Some pupils appeared to make progress but perhaps required further focused support in changing hardened habits post-intervention: “If he struggles, he re-runs to the beginning of the sentence but isn’t reading to the end of a word. He tries the beginning and middle but if not successful, carries on.” (TA/Pippa/l/p1).

Changes in attitude and motivation

Patterns in data relating to affective aspects of reading were explored in attempting to provide a holistic profile of the case. Some pre/post questionnaire response items are unavailable for comparison. Findings should be considered with caution.

Attitudes to reading

I attempted to explore change in attitude through measures of reader self-perception, awareness of strengths and next steps, self-efficacy and confidence. 'Resilience' as a post-intervention theme criss-crossed processing (serial attempts) and affective domains: "If it's tricky I don't give up now" (PP/Natalie/l/p1).

In describing self-perception of general reading ability, 10/13 pupils showed positive change in attitude. This is interesting when related to a slightly less positive response to a 'confidence' indicator (5/13), (Appendix 16).

When asked what they did well as readers pre-BRP intervention, 13/17 pupils did not know: only 4 pupils provided a reading strategy related explanation. Post-intervention, there was a clear shift towards describing specific strategies through questionnaire responses, confirmed through interviews. This finding is significant given the importance in AfL of pupils knowing specific strengths and areas for development (Ofsted, 2011, p39) and in influencing self-belief. Interestingly, although most pupils were unable to articulate reading strengths,

11/17 pupils knew that reading mileage was a critical factor in becoming a better reader.

Motivation

As self-belief systems may inform engagement with complex processing challenges, particularly for older struggling readers, motivation was chosen as an area for investigation: “Motivation is what.....moves one forward in any task that requires effort” (Scanlon et al, 2010, p51). James expressed this inter-relationship: “I read better now. It’s made me want to read a bit more. I read at home now” (PP/James/I/p1). Self-belief was explicitly identified in one pupil’s response to the questionnaire item, *‘To read well you have to be able to...’*: Anna’s response was ‘believe in yourself’ (PP/Q/Anna/p1)

Although 8/14 pupils demonstrated positive change in reading frequency, suggesting changed habits and only 1 /17 pupils ‘disliked reading after-intervention compared to 7 pre-intervention (Appendix 17), findings were less transparent for motivation. Perhaps a more refined tool for probing this aspect might provide more meaningful pre/post intervention comparison. However, post-intervention individual interviews confirmed questionnaire findings: “I never used to read at home, now I do” (PP/Anna/I/P1); “If I haven’t read a book before, I’m more interested to read it now” (PP/Lucy/I/p1).

Embedded cases

Pupil profile findings are used to spotlight unique cases and cross-section the diversity of the case, using triangulated data (see Appendix 17): James/Arthur

appear to provide clear evidence of transformational changes in processing confirming gains across all reading strands. Their cases contrast with those of Angela/Natalie (gains in comprehension strand; emergence of new reading behaviour). Emma (gains in comprehension, not accuracy) and Grace (gains in SWRT/Accuracy, not comprehension) present inverse spikey profiles reflecting decoding/ language comprehension issues respectively.

Change for BRP Partners

TAs commented on positive changes in their own understanding of how to teach reading identifying different ways of discussing pupils' strengths, deeper understandings, constructive use of praise and prompts within partner-pupil interaction and confidence. One participant expressed change in terms of feeling confident to know how to give pupils responsibility to read and "It has given me a spark." (Lib /Melissa/I/p3).

Difficulties in implementing BRP

A common thread from interviews was the issue of TAs not having time to select or access to the most appropriate text ²¹. Use of Running Records and MSV analysis to inform lesson objectives was not carried out systematically by all TAs which may have adversely affected analysis of pupil's strengths in integrating meaning and visual cues during text reading to inform lesson foci for teaching. These difficulties may relate to resource issues and need for further

²¹ The researcher made available mainly non-fiction across PM Benchmark levels 21-30; comics, magazines relating to pupils' identified interests, annuals, 'Rainbow Reader' and 'Toxic' collections (McGraw Hill) to enhance school resources.

CPD (e.g. prompting for fluent MSV integration; modelling of efficient use of visual information to apply phonics more effectively).

Summary

Through this chapter I have attempted to explore, examine and interpret qualitative and quantitative data. Findings have been documented in themes to assist reporting of significant issues. In the next chapter I discuss the way these findings may be related to literature pertaining to the case. Trustworthiness of findings are discussed.

Chapter 5

Discussion

Introduction

The aim of this study was to explore the case of struggling readers with a significant achievement gap and changes occurring over a 10 week BRP programme. Considering changes in reading skill performance and affective aspects would provide a rounded description of the case. In this chapter I begin with a discussion of findings with reference to relevant literature.

Impact

This explorative study found evidence of positive changes in pupil participants across a range of quantitative and qualitative measures following the BRP teaching period. Many pupils engaged as readers in a different way, in terms of reading process skills, behaviours, attitude and motivation. Changes were evidenced for pupils as:

- increased enjoyment, confidence and motivation to read
- awareness of specific strengths and areas for development
- improved comprehension
- faster rates of reading, perhaps suggesting more efficient use of visual details (e.g. faster scanning of chunks/parts of words rather than sounding out grapheme-by-grapheme in an inflexible approach)
- independent, strategic self-monitoring (self-regulating/compensatory behaviours, suggesting active attempts to cross-check one source of

information against another (e.g. making an attempt make sense, sound right and look right to integrate different information sources)

- flexible, serial 'search' attempts at a point of difficulty, suggesting increased resilience

What may be inferred from the triangulation of data and pupil participant and TA comments was change in pupils' experience of learning to read which may have been one outcome of pupils' experience of the BRP programme's reading environment. A transformative BRP intervention process which anecdotally transformed aspects of TAs' teaching of reading, is discussed below in terms of features of an extended reading environment.

Transforming reading environments

Pupil role

The biggest effects on pupil learning occur when pupils become their own teachers engaging in self-assessment (Hattie, 2012). Studies suggest pupils may become strategic, self-extending learners if provided with scaffolded opportunities to problem-solve on text. For pupils to develop this role, a responsive, observational focus is required on processing activity and changes by adult partners (Clay, 2001).

BRP Partner role

As BRP Partners, TAs provided strong AfL opportunities for formative assessment of pupils' independent application of processing strengths. A constructive BRP teaching approach provides regular, contingent feedback and

prompting to strengthen pupil self-regulation and independent use of strategies (Hattie, 2012; Kuhn, 2005a, 2005b; Samuels, 2002). TAs anecdotally commented on feeling challenged by providing a “non-interruptive reading environment” which promoted pupil independent attempts and self-monitoring (Allington, 2006, p98), enhancing opportunities to closely observe text processing strengths.

Deployment of TAs

The active partner role within the BRP programme requires training and ideally ongoing support and guidance for positive, direct impact on pupil learning. This has been found to be the case by Alborz et al, (2010); Slavin and Chambers, (2009). Blatchford’s report highlighted that for targeted interventions, TAs should have a pedagogical role, if given appropriate training (2009).

Text reading in BRP

Each BRP session provides three different kinds of reading experience: familiar text for practising reading; independent instructional and more challenging, supported reading following introduction of a new text. The procedure for introducing new texts within the lesson structure is one way of addressing the issue of weak vocabulary for pupils with language comprehension difficulties.

The importance of matching texts to reading skill level is critical in providing familiar ‘high-success’ reading experience (Allington, 2006, p98). When considered alongside findings from other investigations into the comparative success of daily lessons where texts were matched to reading level (O’Connor

et al, 2002), it may be tentatively inferred that this practice facilitated changes in processing and motivation.

Trustworthiness of findings

Given the study's small sample size and diversity, the reliability and validity of its quantitative data should be treated with caution (Robson, 2002). As this was not a controlled experimental study, causal relationships cannot be demonstrated. Triangulation of data sources as described strengthens trustworthiness. However, possible threats to validity and reliability are discussed below.

BRP Training and implementation

As TAs were not systematically observed, the delivery of the programme according to BRP implementation principles/ practices was not quality assured. TAs experienced difficulties in delivering BRP programme to design specifications: many were unable to teach the full number of sessions and had issues with selecting levelled or appropriately interesting texts within the constraints of teaching assistant hours.

Use of YARC secondary

Due to limited researcher time, YARC supplementary passage reading raw scores were taken from one secondary passage at Test 1 (fiction) and 2 (non-fiction) rather than from two passages read at each testing point, taking the average score. Pupil preferences and strengths in reading either genre may have influenced performance. However, as retest passages are drawn from

YARC Primary and authors suggest caution in using these passage rate /accuracy norms I considered it more reliable to use secondary rather than primary passages at Test 1 /2. Use of YARC(Primary) is an alternative given pupils' low performance, but there may be a ceiling effect for secondary pupils reading YARC(Primary) passages.

Reflexivity

Awareness of researcher reflexivity during interviewing was considered in developing the trustworthiness of findings. As the librarian became a key informant across several meetings and individual TAs accessing surgery sessions provided additional insights, I needed to be aware of the potential 'reflexive influence' that such participants might unknowingly exercise over 'lines of enquiry'. Following interviews I attempted to clarify my understanding of views, checking the accuracy of my record of accounts.

Reflections on research design and process

Design

The design allowed for collection of data from a range of participants of relevance to the case. However, it did not directly address the issue of struggling readers' wider experience of reading within subject lessons through observation and interviews with subject specialist teachers as participants. As an explorative study investigating a real school setting, this dimension would have provided a more rounded representation of all participant perspectives.

Process

Professional demands on time lead to limited researcher access to school during the BRP-programme. Although 'surgery' slots were made available to TAs, they were not always able to attend them. More frequent visits would have supported TAs as learners new to the BRP-programme.

Chapter 6

Conclusion

Introduction

This chapter summarises study findings, highlighting limitations of what they might mean in terms of its size. Reflections on study limitations are shared. Important aspects that might suggest implications for the case school's SLT, pupil and TA participants and other schools are considered. Recommendations are offered as guidance for teaching professionals and possible further study.

Summary of findings

This study investigated the case of a small number of Year 7 struggling readers in an area of socio-economic disadvantage. Research questions offered possible lines of enquiry into an issue that is of significant local/national interest: how to close the attainment gap in reading between struggling older readers and their peers, particularly when underachievement is associated with deprivation. In July 2013, the UK Parliamentary Commons Select Committee on Education launched an inquiry into underachievement of white, working class children to improve outcomes for this group. This latest focus on the achievement gap particularly between children from poorer backgrounds and peers extends national interest in the use of the 'Catch-up' Pupil Premium

Through this study I hoped to provide explorative insights into the case of pupils in a real world setting for whom attainment and affective gaps across all subjects may widen without appropriate, focused literacy intervention. General

findings indicate that purposeful, time limited intervention such as BRP may provide schools with an effective strategy through which to flexibly address a diverse range of pupil needs. With initial and ongoing school-based CPD for BRP partners and specialist teaching staff, the programme – its theoretical underpinnings, structured procedures and teaching practices - could form part of an integrated, coherent, sustainable environment for older readers still learning how to read.

Limitations

A key limitation of the study is its small sample size: generalisation of its findings is not possible. This is a field requiring further investigation through replication studies in other real life school settings. However, it is available to the case study school as a tool to support ongoing strategic review and development of literacy provision for all learners.

Implications

School reading environments

Cross-departmental reading

Whilst delivery of BRP requires highly trained staff, the wider professional development of subject specialist teachers may be a critical issue for consistency of provision and learning experience across reading environments. If all teachers are provided with opportunities to develop knowledge and understanding of the reading process, the critical role of contingent, specific praise and prompts, they would have the potential to engage in stronger assessment for learning practice that would enhance the impact of effective

intervention and transform the affective environment for reading work in class lessons. Pupils' strong, negative affective response to the practice of reading aloud in departmental lessons observed by the researcher perhaps suggests a need to review school policy.

Extended reading environments

In a review of what works in promoting reading in a 'Good Practice Example' school, Ofsted (2011) identify the place of the school library in promoting a wide range of initiatives alongside class teaching approaches. In terms of early secondary intervention, 'Additional help is well planned through targeted small group activities that focus on the enjoyment of complete texts as well asreading skills' (2011, p2). A cooperative, interactive social dimension is a critical aspect of learning to become a reader (Wozniak, 2011), providing a platform for the development of 'readerly' behaviours: selecting, responding, evaluating. Vasinda & McCleod (2011) cite the impact on struggling readers' comprehension of a 'Readers Theatre' podcasting initiative, providing a real audience, purpose, context for integrated use of IT and authentic opportunity for pupil self-evaluation. This approach illustrates guidance provided in 'Moving English Forward' (Ofsted, 2012).

Spelling

Reciprocal links between reading and writing suggest closer analysis of the way learning in one context can strengthen the other. Teaching strategies for taking words apart and applying phonics into reading and spelling might be one

practical way forward for pupils experiencing difficulty in this aspect, involving review of policy and cross-departmental approaches.

TAs

Ongoing training needs relating to use of observational evidence to inform shifts in prompting might be developed through opportunities for shared observation and feedback. The Reading Recovery training model, drawing on shared observation of teaching and learning through a one-way screen might inform refinements in practice and theoretical understandings (Lyons et al, 1993). Phonics training might support understanding of progression and application issues for reading and spelling.

Pupils

Pupils might benefit from coherent opportunities to apply newly developed reading strategies and behaviours within lessons across subjects. A consistent school approach to provision of structured oral feedback - praise and prompting - at a point of difficulty might enhance practice. Provision of more frequent opportunities to read familiar text would support BRP-programme goals: reading miles might be secured through additional library visits or a reading for pleasure 'chill-out' area.

Wider implications

Whilst this study suggests BRP may form part of a school strategy to address the needs of older struggling readers, application of its successful approach to the case of younger pupils as part of a coherent, systematic, preventive strategy

is well documented. Perhaps more integrated provision, training and CPD across primary feeder/secondary schools might enhance coherent provision for the most vulnerable learners.

Possible further research

This study's research process has provided me with an insight into the capacity of real-life case study to empower participant voices and consider new perspectives. Replication study in this area with larger samples and inclusion of a wider range of participants might provide stronger insights. Follow-up study of the case might consider whether skill gains were sustained over time and how pupil attitudes and motivation develop.

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Appendices

Appendix 1: Example of session recording by a TA across two consecutive BRP sessions illustrating BRP lesson structure and weekly evaluation

Familiar Text	equation substitute
What's Maths all about?	

Recently Introduced Text	'Passion', 'phizzing' – unfamiliar words challenging Andrea; really trying hard to problem solve
The witches	

Introducing a new text	<ul style="list-style-type: none"> •Andrea explained what a tsunami was. •Worked on 'tidal' – trying long/ short vowel and checking pronunciation with meaning ; •'roaring' 	Planning
Tsunami		Check how A is using parts of words

Familiar Text	Andrea is now reading a sentence with a tricky word and figuring out what makes sense to help get the word.
The Witches	

Recently Introduced Text	<ul style="list-style-type: none"> •Lack of interest in the subject matter - make sure she likes the book!!! •seems/ seemed; want/ wouldn't; die/ died:SC; bury – read past this word to the end of the sentence, then re-ran to beginning of sentence and realised what made sense.
Tsunami	

Introducing a new text	Likes this type of story. Explained the text well and understood what was happening	Planning
Gargoylz		Model scanning across words

Analysis of reading
<ul style="list-style-type: none"> •Andrea is getting very good at self-correcting and reading more text to herself to make sense of a word. •Keeping her word book up to date, identifying unknown words to check definitions in a dictionary •Still looking for approval

Teaching points for next week
<ul style="list-style-type: none"> •Check she likes the subject she is reading! •Make sure she reads right through a word left to right to the end. •Work on giving more specific praise.

Appendix 2: Instructional book level

The concept of instructional text level is used to describe an optimum level of problem solving and identify whether a pupil is engaged in problem-solving at the cutting edge of processing skill. Accurate assessment of instructional level across successively higher text levels is therefore vital in providing an appropriate level of challenge: too 'hard' a text and a pupil may experience a sense of failure which may affect motivation and sustained effort.

To determine a pupil's instructional level, a Running Record (record of reading behaviour) is recorded. A text level will be at an instructional level if the text is read with reasonable confidence at 90-94% accuracy. The record will contain evidence of problem-solving because it will feature inaccurate reading of problematic words (errors) (Clay, 2002). Analysis of a pupil's pattern of use of different sources of information and interpretation of behaviour inform further planning.

Easy, Instructional and Hard Level Text

Error Rate	Percentage Accuracy	Opportunities for Learning
1:200	99.5	EASY LEVEL The reader is finding the text 'easy' and will experience a high degree of success. This is the level for independent reading and books going home. It is too easy for teaching guided reading and individual reading as there are not enough teaching points.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	INSTRUCTIONAL LEVEL

1:14	93	The reader is operating at the instructional level. This level of accuracy is the ideal teaching level as the pupil reads well enough to be able to do some problem solving and there will be teaching opportunities.
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	HARD LEVEL
1:8	87.5	The reader is operating at a 'hard' level and will tend to lose the support of the meaning of the text. The pupil cannot access enough information to problem solve fluently.
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	

Appendix 3: Meaning, Structural and Visual Information (MSV)

Teachers can work out what information in text the reader is attending to by giving close attention to analysing error and self-correction behaviours. This analysis uncovers important aspects regarding the reading process. 'Good' readers make decisions about the message they are getting. They try to achieve the best fit using information of various kinds to make a choice amongst possible responses.

Three sources of information:

M – Meaning: does the error substitution attempt make sense in the context of the passage?

S – Structure (grammatical awareness): does the error substitution 'sound right' up to the point of error?

V- Visual details (including graphemes, word recognition): does the error substitution show use of visual details in the target word?

Better Reading Partnership professional development enables reading partners to develop an understanding of information sources in text. It helps partners to develop an ability to use specific prompts to rebalance a pupil's attention on neglected sources of information in order to more efficiently integrate these sources and problem-solve unknown words in continuous text reading. (Clay, 2005)

Appendix 4: Running Records

Running Records provide an opportunity to observe a pupil's accuracy and self-correction rate and analyse which sources of information the student is using (meaning, structure and visual (MSV)) to problem-solve unknown words and self-correct errors. Accuracy rates help adult partners to find texts at the right level for each child (Clay (2002)).

They also enable teachers to determine what reading behaviours need to be developed in order for accelerative progress to be made. During a pupil's reading of a recently introduced text, read previously only once before, a BRP partner observes and carefully records all attempts at reading words, accurate and unsuccessful, including reading behaviours such as rerunning, repeating a part of a word or whole word. During observation and recording the pupil's reading is not interrupted, unless the student needs to be told or prompted to try if the pause on the word is longer than 6-10 seconds.

The key features of running records are that they provide a concrete record of an abstract task and can be taken on any piece of text. They help to identify which information in the text the child is using/ignoring and can inform teaching decisions regarding the need for use of specific prompts and direct modelling.

Appendix 5: 2011 Census of Population

	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
<i>Ward</i>	<i>10.1</i>	<i>12.2</i>	<i>3.2</i>	<i>13.1</i>
<i>England</i>	<i>19.2</i>	<i>20.1</i>	<i>23.5</i>	<i>14.6</i>

Appendix 6

Performance data specific to the Y7 cohort to which this study relates. (81 children on entry to Year 7, September '12):

Year 7 cohort 2012-2013	NC Level 4+ (Primary –Year 6, Teacher Assessment, July '12)	NGRT** Reading Age, (Secondary –Year 7 Assessment, September '12)
Reading	56%	% of children with Reading Age < 10 years : 42
Writing	55%	-
Mathematics	59%	-

Appendix 7: Ethical consent letters

HT agreement Letter

Dear (Insert Head Teacher's name),

'Better Reading Partnership' Reading Intervention and MA Research Project

I am a teacher and literacy consultant undertaking an MA course at the Institute of Education, University of London. I plan to conduct a study to explore how the use of aspects of a Wave 2 ECaR intervention strategy within an extended reading environment enhance Y7 pupils' reading skills and experience. A key aspect of the study will be to explore what low progress Y7 children think about reading.

A successful intervention approach for struggling readers used in primary schools combines use of robust assessment for learning (AfL) practices with support and scaffolding from a trained adult. The 'Better Reading Partnership' programme promotes children's independent application of phonics and use of a range of problem solving strategies for working on continuous text. The approach is enhanced by the use of books and other texts well matched to pupils' interests and reading levels so that children gain confidence and greater enjoyment from their reading.

You are invited to participate in my study which will help me to explore whether the 10 week, time-limited 'Better Reading Partnership' intervention could be successful in your school setting as a way of enhancing existing support and extending reading 'mileage' opportunities for Y7 pupils. The Y7 children selected as participants for the study will be identified as achieving within the lowest attaining group for reading. I will need your staff's support to identify a purposive study sample of up to 22 children.

If you agree to participate, I will provide two whole days initial training for teaching assistant staff.

This initial training will offer an enhanced level of training in the early reading acquisition process and in observing, assessing and teaching early reading skills. It will enable the teaching assistants to deliver the reading intervention to Y7 pupils. I will also provide a range of finely differentiated reading material to extend the resources currently used to support the Y7 pupils for the duration of the programme.

Each teaching assistant will need to deliver the reading intervention programme to either two or three children on an individual basis. The programme will be implemented over a 10 week period through a series of 15minute lessons taking place three times a week. Staff will be offered the opportunity to meet with me during the intervention period for support and ongoing training.

I will collect a range of quantitative and qualitative data from pupils and teaching assistant staff at the start and end of the intervention. Any data collected will balance support for the school with preserving the anonymity of participants such as pupils and teaching assistants.

To measure the programme's impact on reading skills I will carry out individual pupil pre and post intervention reading assessments with identified pupils. These may include assessments of reading accuracy, fluency, comprehension, phonic knowledge and skills and sight vocabulary. The assessments

will be carried out after first discussing the best approach to take to with staff who know the individual children involved in the study. I plan to carry out the assessments over several days with consideration at all times for children's attention and comfort and in a way that reduces potential disruption to their timetabled learning.

To help me explore the programme's impact on children's own ideas about reading, identified Y7 pupils will also be invited to complete a reading survey and take part in an informal, small group, semi-structured interview led by myself, lasting approximately 20 minutes. I plan to carry out a pilot interview with pupils drawn from a higher attaining reading group than that of pupils in the study sample. This will help me to refine the interview process subsequently carried out with pupils in the target study group.

To help to confirm the accuracy of the data I have collected from pupils I will also collect samples of teaching records from TA reading 'partners'. These may provide complimentary evidence of the way children's reading behaviour, skills and attitudes towards reading change over time. A small number of TAs will be invited to share their experience of using the intervention programme through a small group discussion. The discussion would be led by myself asking questions and would last approximately 20 -30 mins. I plan to collect data from this discussion by recording comments. This data may be used to help me understand and evaluate more fully how the reading intervention has supported the Y7 children's development as readers.

The final written report will document the project and its findings as a way of sharing what has been learned. High School, teaching staff and pupils will not be identified in the report by my use of their real names. Pseudonyms will be used to protect each individual's anonymity. A copy of this report will be made available to [High School] once it has been completed and to others, such as schools and teachers with an interest in extending provision for low progress Y7 readers.

You will have the right to withdraw the school from the study at any time and participants (parents/ guardians, pupils and staff) will individually have the right to withdraw from the study at any time. The informed consent of each individual parent/guardian, pupil and teaching assistant involved as a participant will be obtained.

If you agree to your school taking part in the study, please sign and date the consent form below and return to

I would be happy to discuss the proposed study with you and answer any questions you may have.

Many thanks,

Lindsey Howard

Lindsey Howard,

Y7 Reading Research Project - Head Teacher Consent Form

Name

I give my consent for High School pupils and staff to participate in the study outlined above. This will involve pupil and teaching assistant participants and parents / guardians being approached by the researcher and school staff in order to provide their individual consent to taking part in the study.

I understand that I can withdraw my consent to the school taking part in this research project at any time.

Signed: Date:

.....

Parental agreement letter: pupils involved in pilot semi-structured interview

Dear Parent,

‘Better Reading Partnership’ Programme and Reading Research Project

I am a teacher and literacy consultant involved in a Year 7 reading research project with the Institute of Education, University of London. I am working in partnership with your child’s teachers at [High School] to try to learn more about how Year 7 children read.

We want to find out how well a reading programme called ‘Better Reading Partnership’ can help Year 7 children at [High School] become even better readers. ‘Better Reading Partnership’ is already used in some schools to improve children’s reading skills, confidence and enjoyment of reading. The programme helps children to have a better understanding of what they can do really well as they read and how they can improve their reading.

We are also interested in finding out what Year 7 children think helps them to read well and what, when and where they prefer to read. This information may also help your child’s school and other schools to find ways to improve how they help Y7 children to enjoy reading and become even better readers.

To help me find out this information I will ask Y7 pupils to complete a reading survey and talk to Y7 children about their experience of reading. (Insert child’s name) has been identified by teaching staff as a pupil who may enjoy having the opportunity to ask and answer questions and share ideas with 2-3 other pupils and myself in a small, friendly group discussion. This discussion would take place during school hours and last approximately 20 minutes. I plan to record the discussion as a way of helping me to remember the children’s ideas and think about how I can improve the way I lead discussions with other groups of Y7 children taking part in the study.

I will write a report to explain the project and to share what we have learned. A copy of the final project report will be made available to [High School] once it has been completed. I will arrange an opportunity to share the findings of the project directly with pupils and interested parents. The report will also be made available to others, such as schools and teachers who are interested in finding ways to help Y7 children become even better readers.

If you would like your child to take part in this research study as outlined above, please sign and date the permission form and return it to [Assistant Head Teacher] at [High School].

Many thanks,

Lindsey Howard

Lindsey Howard,

Y7 Reading Research Project - Parental / Guardian Permission Form

Child's name:

Parent's / Guardian's name:
(Delete as appropriate)

I give my consent to taking part
in the pilot stage of the Y7 reading research project as outlined above.

I understand that I can withdraw my permission for my child to take part in the research
project at any time.

Signed: Date:
.....

Pupil agreement letter: pupils involved in pilot semi-structured interview

Dear (Insert pupil's name),

Year 7 Reading Project

I am a teacher who is carrying out a research project at the Institute of Education, University of London. This term I will be working with your teachers at [High School] to learn more about children's reading. We want to find out how well a reading programme called 'Better Reading Partnership' can help Year 7 children become even better readers and enjoy reading more.

We also want to find out what Year 7 children think about reading at [High School]. What do they think helps children to read well? What do they prefer to read? What would they like to change about how they read at school? We hope to learn much more by giving Year 7 pupils the chance to complete a reading survey and by listening to what they think about reading. All the information I collect may help us understand more what reading means to Y7 children. What we find out may help to improve the way schools teach reading and make reading more enjoyable for pupils.

Your teachers have chosen you to take part in the research project. If you would like to take part, [AHT] will first introduce us to one another. You will be asked to complete a reading survey. This can be filled in using a computer or using paper and pen as you prefer. You will then have the chance to chat together for a short time with 3-4 other Y7 children and myself about reading. I will ask a few questions to get us started.

I am still learning how to carry out research really well. I hope to learn even better ways of asking questions and recording what children think each time I meet and talk with Y7 children about reading. The meeting with your group will be really important as I will be trying out questions for the very first time.

If you would like to take part in the reading programme, the reading survey and a small group discussion about reading, please sign and date the form and return it to [AHT].

Many thanks,

Lindsey Howard

Lindsey Howard

Y7 Reading Research Project - Pupil Consent Form

Pupil's name:

I would like to take part in the Y7 reading research project as outlined above. I understand that I can withdraw from the research project at any time.

Signed: Date:

Parental agreement letter: study sample pupils involved in case study (including semi-structured interview)

Dear Parent,

‘Better Reading Partnership’ Programme and Reading Research Project

I am a teacher and literacy consultant involved in a Year 7 reading research project at the Institute of Education, University of London. I am working in partnership with your child’s teachers at [High School] to learn more about how Year 7 children can be helped to become even better readers.

We want to find out how well a reading programme called ‘Better Reading Partnership’ can help Year 7 children at [High School]. This is already used in some schools to improve children’s reading skills and enjoyment of reading. It also helps children to gain a better understanding of how they read and what they can do to become even better readers.

(Insert child’s name) has been identified by your child’s teachers as a Year 7 pupil who may benefit from the Better Reading Partnership programme. If (he/she) is selected to take part in the programme, he/she will read with a Teaching Assistant trained to deliver this programme from [High School] for 15mins, three times a week for 10 weeks. The Teaching Assistant has been trained to praise what a reader does well and teach him / her how to read in an even better way. (Insert child’s name) will have the chance to read a wide range of material which may include web pages, information books, stories, poems, song lyrics, recipes, magazines/comics and a children’s newspaper. The reading material will be carefully selected to match his/her individual interests and reading level.

To find out how well the programme has worked to help improve the Y7 children’s reading, I will need to collect a sample of each child’s reading before and after the 10 week programme. This will involve (insert child’s name) reading aloud to me and answering a few short questions about what he/she has just read.

As part of this project, we are also interested in finding out what Year 7 children taking part in the reading programme think about reading. This information may also help your child’s school and other schools to find ways to improve how they help Y7 children to enjoy reading and become even better readers.

To collect this information, I plan to use a reading survey. I will also give some of the Y7 children a chance to talk together in a small, friendly group of 3-4 children about reading. This discussion would be led by myself. It would take place during school hours and last approximately 20 minutes. If you agree to (insert child’s name) taking part in this project, he/she may be invited to be a part of this small group discussion.

I will write a report to explain the project and to share what we have learned. A copy of the final project report will be made available to [High School] once it has been completed. I will arrange an opportunity to share the findings of the project directly with pupils and interested parents. The report will also be made available to others, such as schools and teachers who are interested in finding ways

to help Y7 children become even better readers. The school will not be identified in the report as [High School] No child, Teaching Assistant or teacher taking part in the project will be identified by his/her real name in the report. I will make sure each individual's anonymity will be protected.

If you would like your child to take part in the reading programme, reading survey and possibly a small group discussion as outlined above, please sign and date the permission form and return it to, Assistant Head Teacher at [High School].

Many thanks,

Lindsey Howard

Lindsey Howard,

Y7 Reading Research Project - Parental / Guardian Permission Form

Child's name:

Parent's / Guardian's name:

(Delete as appropriate)

I give my consent to taking part
in the Y7 reading research project as outlined above.

I understand that I can withdraw my permission for my child to take part in the research project at any time.

Signed: Date:

.....

Pupil agreement letter: study sample pupils involved in case study (including semi-structured interview)

Dear (Insert pupil's name),

Year 7 Reading Project

I am a teacher who is carrying out a research project at the Institute of Education, University of London. This term I will be working with your teachers at High School to learn more about children's reading. We want to find out how well a reading programme called 'Better Reading Partnership' can help Year 7 children become even better readers and enjoy reading more.

We also want to find out what Year 7 children think about reading at High School. What do they think helps children to read well? What do they prefer to read? What would they like to change about how they read at school? We hope to learn much more by giving Year 7 pupils the chance to take part in a survey. Some of them will also have the chance to talk together about reading in a small group with myself.

The information I collect from pupils in this research project will be used to help teachers and pupils. What we find out may help to improve the way schools teach reading and make reading more enjoyable for pupils.

Your teachers have chosen you to take part in the research project and reading programme. If you would like to take part, [AHT] will first introduce us to one another. I will ask you to read to me from something you enjoy reading. We will talk together about what you have read for a few minutes. You will also be asked to complete a reading survey. This can be filled in using a computer or if you prefer using paper and pen. You may also be invited to think and talk together with 3-4 other Y7 children and myself about reading. All this information may help us understand more what reading means to Y7 children.

The reading programme will give you the chance to read on your own with a Teaching Assistant for 15mins, three times a week for 10 weeks. The Teaching Assistant will help you to think about what you do well when you read. She will also help you to think about how you may be able to improve your reading.

In each lesson, you will have the chance to read something you have already read before and something that is new to you. You may read a web page, part of an information book, a short story, a poem, words to songs, recipes, magazines/comics or even part of a newspaper.

If you would like to take part in the reading programme, the reading survey and a small group discussion, please sign and date the form and return it to [Assistant Head Teacher].

Many thanks,

Lindsey Howard

Lindsey Howard,

Y7 Reading Research Project - Pupil Consent Form

Pupil's name:

I would like to take part in the Y7 reading research project as outlined above. I understand that I can withdraw from the research project at any time.

Signed: Date:
.....

Teaching Assistant agreement Letter

Dear (Insert Teaching Assistant name),

‘Better Reading Partnership’ Reading Intervention and Masters Research Project

I am a teacher and literacy consultant undertaking an MA course at the Institute of Education, University of London. I hope to carry out research to find out how aspects of a primary school intervention approach might enhance the reading skills and experience of K.S.3 pupils. A key aspect of the study will be to explore what low progress readers in Y7 think about reading.

A successful intervention approach for struggling readers in primary schools combines use of robust assessment for learning (AfL) practices with support and scaffolding from a trained adult. The ‘Better Reading Partnership’ programme promotes children’s independent application of phonics and use of a range of problem solving strategies for working on continuous text. The approach is enhanced by the use of books and other texts well matched to pupils’ interests and reading levels so that children gain confidence and greater enjoyment from their reading.

You are invited to take part in this study which will help me to explore whether the 10 week, time-limited ‘Better Reading Partnership’ intervention could be successful in your school setting as a way of enhancing existing support and extending reading ‘mileage’ opportunities for Y7 pupils. The children selected for the programme will be identified by [High School] staff as being within the lowest attaining group for reading.

Your role in the study will involve working with the same two to three Y7 children on an individual basis as a ‘Better Reading Partner’. Children will attend three, 15min lessons a week delivered by yourself. Lessons will be timetabled to take place during your agreed hours of work. Each lesson will follow a standard format and provide a pupil with three different types of reading to develop their control of the reading process. Additional time will be provided for you outside lesson time to review individual pupil progress and plan next steps. You will be given access to a core resource of children’s reading material to support your selection of text for each lesson.

I will provide you with two whole days initial training during school time and an individual training folder. This initial training will offer an enhanced level of training in the early reading acquisition process and in observing, assessing and teaching reading skills. You will be offered further regular opportunities to discuss your use of the programme with myself across the 10 week intervention period.

To measure the programme’s impact on reading skills I will carry out individual pupil pre and post intervention reading assessments. These will include reading accuracy, fluency, understanding, phonic knowledge and skills and sight vocabulary. To help me explore the programme’s impact on children’s own ideas about reading, identified Y7 pupils will also be invited to complete a reading survey and take part in an informal small group interview led by myself.

To help to confirm the accuracy of the data I have collected from pupils I will also collect samples of teaching records from TA reading ‘partners’. These may provide evidence of the way

children's reading behaviour, skills and attitudes towards reading change over time. A small number of TAs will be offered the opportunity to share their experience of using the intervention programme, their observations and thoughts about children's experience of reading in Y7 through a small group discussion. The discussion will be led by myself and will last approximately 20 -30 mins. I will collect data from this discussion by observing and recording comments. This data will be used to help me to understand and evaluate more fully how the reading intervention has supported Y7 children's reading development.

The final written report will document the project and its findings as a way of sharing what has been learned.[High School], teaching staff and pupils will not be identified in the report by their real names. Pseudonyms will be used to protect each individual's anonymity. A copy of this report will be made available to [High School] once it has been completed and to others, such as schools and teachers with an interest in extending provision for low progress Y7 readers.

If you would like to take part in the reading research project, please sign and date the consent form and return it to [AHT].

Many thanks,

Lindsey Howard

Lindsey Howard,

.....
.....

Y7 Reading Research Project - Teaching Assistant Consent Form

Name:

I give my consent to taking part in the Y7 reading research project as outlined above. I understand that I can withdraw my consent to take part in the research project at any time.

Signed: Date:

.....

Appendix 8: Data collection schedule

Data collection	Pupil	Teaching staff	SLT
Pre intervention	<p>(Meeting to explain purpose of study and familiarise pupils with researcher)</p> <p>Observational records of individual pupil reading aloud (PM Benchmark^{22*}; YARC SWRT; YARC Supplementary Passage Reading Form A)</p> <p>Pilot group semi-structured interview with lower attaining Y7 readers (not lowest attaining target group)</p> <p>Pupil survey questionnaire</p> <p>Group semi-structured interview with 5 pupils selected by SMT from study sample.</p>	<p>-Staff BRP training; observation of comments made during initial and 'refresher' training</p>	<p>-Initial meeting with key SLT staff; identification of pilot / study sample: TAs and pupil participants</p>
During intervention		<p>-Semi-structured interviews with TA staff /Librarian / IVC staff</p> <p>Librarian discussions</p>	
Post intervention	<p>Observational records of reading aloud (YARC SWRT; YARC Supplementary Passage Reading Form B)</p> <p>Pupil survey questionnaire</p> <p>Individual semi-structured interviews</p>	<p>-Semi-structured interviews with TA staff /Librarian / IVC staff</p>	<p>Meeting with SLT</p>

²² This provided an opportunity to familiarise pupils with the researcher and provide the researcher with an insight into the most appropriately levelled texts and range of reading material required for individual children

Appendix 9 : Pupil participants (pseudonyms used)

**7.4-lowest attaining readers(attending 'IVC' for English) ; 7.3 – next highest group to 7.4

*** 'New Group Reading Test' (GL Assessment, 2010)

Pupil*	Gender	Ever 6 FSM -Pupil Premium	LAC	SEN status	School Reading Assess.	Accelerated Reader group*	Additional notes
					NGRT*** Sept.'12		
Arthur	M	Y	N	SA	8.05	7.3	MLD
Susie	F	N	N	-	8.09	7.3	-
Angela	F	N	N	SA	8.00	7.3	SLD
Anna	F	Y	N	-	8.08	7.3	-
David	M	Y	Y	SA+	7.09	7.4	SLC
Mike	M	Y	N	SA+	7.06	7.4	BESD
Andrew	M	Y	N	SA	9.06	7.4	MLD
Liz	F	Y	N	SA	7.09	7.4	MLD
Grace	F	Y	N	SA+	6.11	7.4	SLC,SALT
Julie	F	Y	N	SA	6.00	7.4	SLD
Joshua	M	Y	N	SA	8.00	7.4	SLC, SALT
Emma	F	Y	N	SA+	NA	7.4	MLD
Andrea	F	Y	N	-	9.00	7.4	-
Lucy	M	N	N	SA	7.06	7.4	MLD
Patrick	M	Y	Y	STA'	8.05	7.4	SALT +ASD
Joanne	F	N	N	-	8.09	7.4	-
James	M	Y	N	STA	7.06	7.4	BESD;ADHD
Natalie	F	Y	N	-	8.08	7.4	-

Appendix 10 : Teaching Assistant / School staff participants involved as reading intervention partners (pseudonyms used)

	Teaching experience/ Year groups	Specialist Departmental area of responsibility / role
Melissa	Y7-11	School Librarian
Natasha	Y7-11	Teaching Assistant :English
Linda	Y10-11; K.S.4	Teaching Assistant :Mathematics
Pippa	Y7-11	Teaching Assistant: Intervention Centre
Cathy	Y7-11	Teaching Assistant :Humanities; Science
Janet	Y7-11	Teaching Assistant :English
Melanie	Y7-11	Teaching Assistant: 1:1 support through IPF funding
Adam	Y7-11	Student Teacher :Physical Education

Appendix 11 : Pupil questionnaire

[High School] Y7 Reading Project: Reading Survey

Please be as honest as you can. This will help your teachers to help you !

NAME:

Copy and paste 'v' or 'x' *Tick the box that best describes YOU!*

➤ **How often do you choose to read?**

Every day or almost every day

☐

Never or hardly at all

☐

Once a week

☐

➤ **'I would read more if '**

..... I had more time.

☐

..... I enjoyed it more.

☐

..... books were cheaper.

☐

..... I knew what I liked to read.

☐

..... I found reading easier.

☐

➤ **Which statement do you think most closely describes you?**

I love reading.

☐

Reading is ok.

☐

I am not bothered about reading.

☐

I don't like reading.

☐

➤ **Do you have a favourite place for reading?**

➤ **Which of the following do you choose to read the most?**

Websites Text messages Email Audiobooks

Magazines Comics Newspapers Song lyrics

Graphic / picture stories Poetry Factual /
information books

Ceefax /Teletext

➤ **Which would you like to have the chance to read more?**

➤ **Do you have a favourite author?**

❖ **Finish this sentence:**

'To read well, you have to be able to / know how to

❖ **What do you think is the best way of helping children to learn to read?**

.....

❖ **Which statement do you think most closely describes you.**

I'm not very good at reading.

I'm ok at reading.

I'm good at reading.

I'm a very good reader.

❖ **What do you do really well when you read?**

❖ **What do you do when you get stuck on a tricky word or confused ?**

.....

❖ Give yourself a score out of 5 for the following:

(1 = low score, 5 = high score – PLEASE BE HONEST! Copy and paste ✓

	1	2	3	4	5
I always try to work out a tricky word.					
I think about what words mean as I read.					
I feel confident when I read.					

❖ What do you think you need to do to become an even better reader?

.....

Appendix 12:

Transcript of pre-intervention semi-structured focus group interview (5 case study pupils randomly selected by AHT: Angela, Emma, David, Andrew, Natalie)

Numbered lines are provided against speakers names for ease of referencing; key question points have been highlighted for reader ease of reference

- 1.LH This is a discussion about reading [Introduces 5 pupils from year 7]: We will be thinking more deeply about some of the answers to the survey, is that all right with you?
- LH Feeling a bit nervous? What I would like to find out with your help is what you think a good reader is. What are your thoughts about being a good reader? What do good readers do?
- Emma They read a lot
- LH OK, what else?
- Emma They know what they're reading
- LH What do you mean, they know what they're reading?
- Angela They understand sometimes
- LH They understand what they're reading?
- Angela Yeah
- 10.LH It can make them feel happy or sad or laugh because they understand what they're reading
- LH Go on **Emma**
- Emma Some of the words that are actually in the book I don't understand at all a bit like, some of them are quite hard I don't really understand them
- LH Some words can be a bit tricky can't they, OK well we'll come back to that **Emma** .
- LH **Andrew** what did you think?
- Andrew They know what they like to read like, comics and that
- LH They know what they like to read. OK, interesting.
- Emma** you were saying that some words are really tricky aren't they, so what do you do when you typically come to a word that's tricky?
- Emma Spell it out
- LH Spell it out?
- Emma Sound it out
20. LH Sound it out? OK
- Emma Ask a teacher to split it up
- LH OK anything else?
- Angela You could skip it

- LH You could skip it
- Angela Go back
- LH You would go back?
- Angela You wouldn't know the story if you skipped it, you wouldn't understand it properly.
- Andrew Yeah but you'd go back, you're stuck on one word, skip one and read on a few more, then you might understand it more the way because of the way the story's gone
- Angela Maybe if you like skip the word and then you read on, you might get the word you're stuck on
- 30**LH OK so that a good strategy isn't it? So do you think you always do that?
- Andrew If I'm really, really stuck on a word yeah
- LH That's a really good strategy, but do you always do that in class?
- Emma No
- Andrew No
- Child x No
- Angela Yeah, you just try it sound it out or you just miss it out if you didn't get it.
- LH Why do you think that might be then?
- Angela Because they might be scared to ask
- LH OK people might be scared to ask, anything else you want to say about that? What goes on in class when you're reading and you come to a tricky word?
- 40** Angela Teacher usually tells you to put your hand up
- LH Teacher tells you
- LH Go on Emma, what are you thinking?
- Emma Like when you're stuck on a word like sometimes people put their hands up but people like me they don't like putting their hands up and telling teacher you're stuck on a word in front of everyone else, so kind of hard
- LH It can be really hard can't it?
- Andrew Or they could just ask their mate or ask the person next to them
- LH OK, so thinking about when you get stuck then, there are things that you do, what about you David?
- David Er....
- LH Not sure? Not sure? How do you feel sometimes about reading in class when say in History or Science?
- Angela I don't put my hand up to read out loud, 'cos I'm scared to do it in case I got a word wrong or people laugh so I don't like it, so that's why I don't like reading out loud. I don't feel confident
- 50** Child x I don't like it

- Child y I don't like it
- LH OK
- Angela I don't feel confident to read it, it's like the teacher gives us **** and we don't like it and we don't put our hand up
- Andrew If you read out loud you're not confident
- LH OK so what if you're reading out loud in say history or science, and you're feeling a bit worried, what do you do? What strategy do you use, because you told me some really good strategies so what would you do when you're reading in a lesson?
- Emma Stop on a word and a teacher like picks someone else to start from that word
- LH Is that what happens then? You pause and the teacher chooses somebody else then?
- Andrew Like in [named subject] when I done it this morning I had to read out loud and I got stuck on a word and I didn't really like it and then I had to stop and someone else had to have a go but I was all right with that because I didn't like reading in front of other people
- LH OK, so do you get the chance to use your strategies then?
- 60 Emma No, it feels everybody's watching you and you're under pressure like you've got no time.
- LH It's different from when you're reading at home
- Andrew Time's never on your side when you're getting to read because sometimes the lessons over when you start reading, the lessons start ending
- Angela Yeah and like it takes you quite a while like if you're stuck on a word the teacher might say "here you are you can do it", we don't really get enough time to get trained in that word, try and do that word
- LH Work it out?
- Angela Yeah
- LH OK, so when do you think you get that time to practice working it out?
- Angela At home
- Andrew At home
- Emma At home
- 70 Angela And you've got one teacher you're reading to
- LH Would you say that you do practice a lot at home?
- Emma No
- Andrew A bit
- Angela Kind of
- LH That's when you get to practice using those good strategies

- Emma I read when I'm bored
- LH Readings great isn't it, you can do it for all sorts of reasons, and if you're bored yes then it's good to read
- LH So, what I'm also interested in finding out about from you, is, what you think is a good way of helping children to learn to read. So what could happen?
- Andrew They could like go to the library after school and all that
- 80 LH You could go to the library after school
- Andrew In like Primary schools like in (named school) then they take the kids to the library in school time
- LH OK, so you could have time-tabled library time. Don't you have time-tabled library time?
- Angela Yeah, but we only have it like once a week
- Andrew We only have it on Wednesday here
- LH So you would like more of that library time?
- Angela When I was in 7.3 we had it twice a week
- Andrew Yeah it's either on a Monday and Thursday or a Monday and a Friday
- LH So, if you had the chance to change anything here at school to do with your reading, (it's really interesting in what you told me), what would you change? It could be anything to do with how much you read, when you read, how you read
- LH What would you like to have changed, if you could?
- 90 Angela Say if you're like struggling on your reading like a T.A. comes and takes you out of class and you read to them to get your reading up then
- LH So would that be a chance to practice some of those strategies, do you think, you were telling me about?
- Emma I would like prefer more time like, that when you have more time so you would get like get used to reading and then you like build up your confidence more
- LH OK, so what do you want to do? If you could say to (Ass HT) now right we want this to happen what would you ask for?
- Angela More library time
- LH More library time OK and reading
- Andrew Reading more books in school
- Angela it's kind of like when you're reading, like would it be at home and it's kind of like reading at home you're not scared or anything 'cos you can read on your own or something. But when you're in school you're kind of like well surrounded and stuff like when you're reading

- LH OK, right, so we've got some ideas there. So, reading with the TA, on your own, reading more, more chances to read. Natalie, what were you saying?
- Natalie More books in school
- 100** LH What kind of books?
- Natalie Books that people like, so you like go round and ask them what kind of books they like, and staff would get them
- LH OK, you were actually reading text messages, you were the only one in your survey, you said text messages didn't you. So what other books Natalie would you like to read? It doesn't have to be a book does it?
- Natalie Like magazines and all that. When it says when the TV's on and what like channels are on the telly and all that.
- LH So, you're thinking shorter pieces of reading, not long books. OK, Andrew you were trying to say something weren't you?
- Andrew You used to read with your parent if you were in primary school, you used to have to take a book out and read with your parents
- LH So that idea of taking a book from the school home, and bringing it back. Or something, as I say it doesn't have to be a book necessarily, does it?
- Natalie My brother does that
- LH Does he?
- Natalie He has like a reading level, he picks a book and changes it every day, comes home with a new book every day and reads it that night and takes it back
- 110** Emma That's what my sister does
- LH So that's give you lots of practice I guess
- LH OK so David what are your thoughts about anything to do with reading? What did you say in your survey? Magazines you like reading, what particular kind of magazine? You don't read much do you?
- David
- LH What do you think about this sentence, can you finish this sentence – "To read well you have to be able to or know how to....."
- Andrew Spell out words, sound them out
- LH Is that what you do?
- Andrew Describe the book
- LH Think about it, describe it, do you mean think about it?
- Andrew Describe it as well if your teacher asks what's it about
- 120** LH So that you can answer the questions so you're thinking about what you're reading about. David, anything else, any other ideas?
- David No....

- LH **Ok, so what do you really well when you read.** Shall we start with David, let David have a chance. What do you do really well when you read David?
- David Just read and spell out the words and stuff
- LH Do you enjoy your reading?
- David No
- LH So what helps you enjoy your reading?
- David Just get more interesting book and stuff
- LH When you get more interested in a book. What helps you get more interested in a book?
- David Dunno
- 130** LH Not sure? OK that's fine. Sometimes some books, you just don't enjoy do you? Because it's not about something to want to really read about. OK, is there anything else any of you would like to say about reading?
- LH Anything at all? So I'm now handing you a magic wand, what are you going to change at [your]High School?
- Natalie Read more
- Angela TA comes out and you read to the TA
- [?] Get more books, read more at home
- Emma Build up your confidence
- Andrew More reading
- LH More reading
- [?] Less gaming
- LH Is that with the computer games
- 140** [?] Yeah I got one, I've got a pistol
- LH So just to pick up on that then, finally, what do think would help you read more at school then?
- Angela Go to the library
- LH Go to the library every day
- Natalie Read at home, try and read at home
- LH Try and read at home
- Natalie Yeah but you could go the library, then pick up a book and like borrow it and bring it back on a certain day
- LH Ok so more borrowing to take more books out of the library
- Angela When the TA goes out and you read to the TA
- Angela That's what we used to do at my old school
- 150** LH Well, thank you very much. I'm going to stop this now. That's 15 and a half minutes.

Appendix 13 :

Examples²³ of observed error substitutions, pre-BRP intervention using YARC categories of error substitution

Error substitution	Pupil examples
Mispronunciation	<u>gelment</u> agreement <u>forginning</u> foraging <u>disevily</u> disbelief <u>doogling</u> dodging
Real word - attention to initial letter/ letter cluster in target word; no use of contextual meaning	<u>dejectedly</u> deputy-head <u>glazed</u> glanced <u>beneath</u> briefly
Real word – partial attention to visual detail; use of context	<u>leash</u> lead <u>busted</u> burst <u>disappointedly</u> despondently

²³ Target words are recorded below the line, pupil attempts above

Appendix 14: RQ 1: Aspects of reading aloud
YARC Test Data Summary For SWRT, Comprehension, Accuracy and Rate

Pupil Names	Age at initial test	Age at post test	Single Word Reading Test (SWRT)			Reading Comprehension Supplementary Passages (Passage 1.1a for Patrick)			Reading Accuracy Supplementary Passages			Reading Rate TT: Time Taken		
			Initial	Final	Gain	Initial (A*)	Final (B*)	Gain	Initial (A*) No. of Errors	Final (B*) No. of Errors	Gain	Initial	Final	Gain AS
Liz	12:02	12:06	RS: 35 SS: 75 RA: 8:09	RS: NA SS: NA RA: NA	RS: NA SS: NA RA: NA	RS 04 SS 95 RA 10:08	RS: NA SS: NA RA: NA	RS: NA SS: NA RA: NA	RS: 08 SS: 88 RA: 9:06	RS: NA SS: NA RA: NA	RS SS RA	TT: 168 SS: 74 RA: 7:11	TT: NA SS: NA RA: NA	TT SS RA
Natalie	11:09	12:01	RS: 39 SS: 84 RA: 9:03	RS: 40 SS: 83 RA: 9:06	RS: +01 SS: -01 RA: -0:03	RS: 07 SS: 92 RA: 9:08	RS: 09 SS: 109 RA: 14:08	RS: +2 SS: +17 RA: +5:00	RS: 04 SS: 90 RA: 9:06	RS: 10 SS: 87 RA: 9:03	RS: -01 SS: -03 RA: -0:03	TT: NA SS: NA RA: NA	TT SS RA	TT SS RA
Lucy	11:09	12:00	RS: 26 SS: <70 RA: 7:06	RS: 31 SS: <70 RA: 8:00	RS: +05 SS: -00 RA: +04:00	RS: 06 SS: 87 RA: 8:06	RS: 09 SS: 109 RA: 14:08	RS: +03 SS: +22 RA: 6:02	RS: 06 SS: 81 RA: 8:03	RS: 24 SS: 00 RA: 00	RS: +18 SS: 00 RA: 00	TT: NA SS RA	TT SS RA	TT SS RA
James	12:00	12:04	RS: 27 SS: <70 RA: 7:06	RS: 37 SS: 78 RA: 9:00	RS: +10 SS: +08 RA: +01:06	RS: 06 SS: 85 RA: 08:06	RS: 05 SS: 90 RA: 09:05	RS: -01 SS: +05 RA: +0:11	RS: 10 SS: 74 RA: 07:08	RS: 13 SS: 82 RA: 08:06	RS: +03 SS: +08 RA: +0:10	TT: 173 SS: 73 RA: 8:09	TT: 303 SS: 76 RA: 8:00	TT: SS: +03 RA:
Arthur	11:11	12:03	RS: 39 SS: 84 RA: 9:03	RS: 43 SS: 88 RA: 10:03	RS: +04 SS: +04 RA: +1:00	RS: 10 SS: 107 RA: 13:05	RS: 10 SS: 113 RA: 15:11	RS: 0 SS: +06 RA: +2:06	RS: 03 SS: 73 RA: 7:05	RS: 08 SS: 91 RA: 9:11	RS: +05 SS: +18 RA: +2:06	TT: 133 SS: 87 RA: 9:02	TT: 171 SS: 95 RA: 11:01	TT SS: +08 RA
Julie	11:06	11:10	RS: 21 SS: <70 RA: 6:09	RS: 29 SS: <70 RA: 7:09	RS: +08 SS: 0 RA: +1:00	RS: 05 SS: 82 RA: 7:07	RS: 05 SS: 91 RA: 09:05	RS: 0 SS: +09 RA: +1:10	RS: 19 SS: <70 RA: <7:00	RS: 31 SS: <70 RA: <7:00	RS: +12 SS: 00 RA: 0	TT: 160 SS: 78 RA: 8:02	TT: 248 SS: 85 RA: 8:11	TT SS: +07 RA
Emma	12:01	12:05	RS: 32 SS: 70 RA: 8:03	RS: 29 SS: <70 RA: 7:09	RS: -03 SS: -00 RA: -0:06	RS: 06 SS: 85 RA: 8:06	RS: 08 SS: 104 RA: 13:02	RS: +02 SS: +19 RA: +4:08	RS: 08 SS: 77 RA: 8:00	RS: 21 SS: <70 RA: 00	RS: +13 SS: -07 RA: -00	TT: 442 SS: <70 RA: <7:00	TT: 729 SS: <70 RA	TT SS: 00 RA
Grace	11:08	12:03	RS: 30 SS: 70 RA: 8:00	RS: 34 SS: 73 RA: 8:06	RS: +04 SS: +03 RA: +0:06	RS: 07 SS: 92 RA: 9:08	RS: 05 SS: 90 RA: 9:05	RS: -02 SS: -02 RA: -0:03	RS: 11 SS: 75 RA: 7:08	RS: 10 SS: 87 RA: 9:03	RS: -01 SS: +12 RA: +1:05	TT: 196 SS: <70 RA: 7:04	TT: 220 SS: 88 RA: 9:07	TT SS: +18 RA

Appendix 15 RQ 1: analysis of reading error and processing behaviour

	Type of error as % of total errors										Reading behaviours					
	Mispronounce		Substitution		Refusal		Addition		Omission		Self Correct		Repetition		Serial Search	
	In	Fin	In	Fin	In	Fin	In	Fin	In	Fin	In	Fin	In	Fin	In	Fin
Liz	0	-	100		0		0		0		20		-	-	-	-
Natalie	50	33.3	50	70	0	0	0	0	0	0	34	9	0	1	0	2
Lucy	0	12.5	75	87.5	12.5	0	12.5	0	0	0	50	11	1	0	3	3
James	27.3	23.1	63.6	76.9	0	0	9.1	0	0	0	17	20	0	1	0	1
Arthur	0	0	91.7	100	0	0	8.3	0	0	0	34	34	0	3	0	2
Julie	0	3.2	84.2	83.8	5.3	12.9	0	0	10.5	0	-	4	1	1	1	2
Emma	11.1	4.7	33.3	90.4	33.3	4.7	11.1	0	11.1	0	12	12	4	2	0	1
Grace	0	10	36.4	90	45.5	0	9.1	0	9.1	0	20	17	0	1	0	1
Angela	12.5	0	75	84.2	0	10.5	12.5	5.2	0	0	34	20	1	2	0	2
Anna	25	33.3	50	66.7	0	0	0	0	25	0	20	15	-	-	-	1
Suzie	0	20	80	80	0	0	0	0	20	0	0	50	0	3	0	0
Joanne	10	13.8	65	75	5	8.3	5	2.7	15	0	12.5	20	1	2	2	4
David	11.1	-	77.8	-	0	-	0	-	11.1	-	10	-	-	-	-	-
Mike	0	-	81.2	-	18.8	-	0	-	0	-	6	-	-	-	-	-
Andrew	0	-	40	-	0	-	20	-	40	-	11	-	-	-	-	-
Joshua	26.7	34.7	46.7	65.2	0	0	0	0	0	0	17	11	0	1	0	3
Andrea	100	12.5	0	87.5	0	0	0	0	0	0	25	25	0	1	1	0

Appendix 16 : Reading attitude and motivation²⁴

RQ 2: Attitudes to reading: Self –perception of confidence and general reading ability

	I feel confident when I read: (1 is a low score, 5 is highest)		Which statement most closely describes you?							
	Pre	Post	Pre				Post			
			I'm not very good at reading.	I'm OK at reading.	I'm good at reading.	I'm a very good reader.	I'm not very good at reading.	I'm OK at reading.	I'm good at reading.	I'm a very good reader.
Liz	4	-	-	-	-	-	-	-	-	-
Natalie	3	3		√					√	
Lucy	2	4		√					√	
James	3	3			√			√		
Arthur	3	4		√			√			
Julie	1	1		√			√			
Emma	0	3	√					√		
Grace	3	3	√					√		
Angela	2	5		√					√	
Anna	4	1	√					√		
Suzie	1	3		√				√		
Joanne	3	2	√					√		
Patrick	5	4		√					√	
David	1	-		√			-	-	-	-
Mike	2	-		√			-	-	-	-
Andrew	1	-	√				-	-	-	-
Joshua	-	-						√?		
Andrea	2	3	√						√	

²⁴ Blank cells indicate pupil did not complete questionnaire item or was unavailable

RQ 2: Attitudes to reading: Awareness of strengths and next steps (AfL)

V= Sound /Spell out

M = Think about meaning

F = Try a different strategy /be able to use different strategies

	<i>What do you do really well when you read?</i>								<i>What do you think you need to do to become an even better reader?</i>							
	Pre				Post				Pre				Post			
	No response / Don't know / Other	Awareness of reading strategy			No response / Don't know / Other	Awareness of reading strategy			No response / Don't know / Other	Awareness of reading strategy			No response / Don't know	Awareness of reading strategy		
		V	M	F		V	M	F		V	M	F		V	M	F
Liz		√			-	-	-	-	√				-	-	-	-
Natalie	Look at book							Work it out	Read more					√		
Lucy	Look at book								Read more				Concentrate more			
James	√					√		√	Look more clearly							√
Arthur	√								Read more							
Julie		√							Read more often					√	√	
Emma	√								Not get stressed					√		
Grace	Concentrate								Practice					√		
Angela				Reread		√			Read more						√	
Anna	Read whole book								Read more						√	
Suzie	√					√	√		√					√		
Joanne	√															√
Patrick	√							Skip + return	More Library				Read more			
David		Spell			-	-	-	-	Read more				-	-	-	-
Mike	√				-	-	-	-	Learn words				-	-	-	-
Andrew	√				-	-	-	-	Read more				-	-	-	-
Joshua	-	-	-	-			√	√	-	-	-	-		√		
Andrea	√							√	Read more, don't get upset							√

RQ 2: Attitudes to reading: Theory of reading; self-efficacy

V= Sound /Spell out M = Think about meaning F = Try a different strategy /be able to use different strategies O= Other

	Theory of reading: <i>'To read well you have to be able to.../ know how to ... '</i>								Which statement most closely describes you? (1 is a low score, 5 is highest)			
	Pre				Post				Pre		Post	
	No response / Don't know	Awareness of reading strategy			No response / Don't know	Awareness of reading strategy			I always try to work out a tricky word	I think about what words mean when I read	I always try to work out a tricky word	I think about what words mean when I read
		V/M	F	O		V/M	F	O				
Liz		√			-	-	-	-	4	2	-	-
Natalie		√				√		√	4	3	4	4
Lucy	Read					√			5	2	5	3
James	Understand words				Practice				5	4	3	2
Arthur	Read					√			5	4	3	2
Julie	Read				Practice				5	4	3	2
Emma		√							3	2	5	4
Grace	Read				Read more				2	3	4	2
Angela		√				√			3	2	5	4
Anna		√			Believe in yourself		√		4	4	3	2
Suzie		√				√			1	1	3	3
Joanne	Read words					√			4	3	4	3
Patrick		√				√			2	2	5	5
David		√			-	-	-	-	2	3	-	-
Mike				Absorb information	-	-	-	-	2	3	-	-
Andrew	Read words				-	-	-	-	1	1	-	-
Joshua	-	-	-	-					-	-	3	3
Andrea	Read						√	√	4	1		4

RQ 3: Motivation for reading

	Frequency of reading						Strength of motivation							
	How often do you choose to read?						Which statement do you think most closely describes you?							
	Pre			Post			Pre				Post			
	Every day	Once a week	Never/ Hardly ever	Every day	Once a week	Never/ Hardly ever	I love reading.	Reading is OK.	I am not bothered about reading.	I don't like reading.	I love reading.	Reading is OK.	I am not bothered about reading.	I don't like reading.
Liz			√	-	-	-				√	-	-	-	-
Natalie			√	√					√			√		
Lucy			√		√					√		√		
James		√			√				√				√	
Arthur			√			√				√			√	
Julie			√			√				√		√		
Emma			√	√						√		√		
Grace		√				√		√						√
Angela			√	√				√				√		
Anna			√	√						√		√		
Suzie			√		√			√				√		
Joanne			√		√				√			√		
Patrick	√				√			√			√			
David			√	-	-	-			√		-	-	-	-
Mike		√		-	-	-		√			-	-	-	-
Andrew			√	-	-	-				√	-	-	-	-
Joshua	-	-	-			√	-	-	-	-		√		
Andrea		√		√				√				√		

RQ 3: Motivation for reading

	Motivational influences <i>I would read more if ...</i>									
	Pre					Post				
	...I had more time.	...books were cheaper.	...I found reading easier.	...I enjoyed reading more.	...I knew what I like to read.	...I had more time.	...books were cheaper.	...I found reading easier.	...I enjoyed reading more.	...I knew what I like to read.
Liz					√	-	-	-	-	-
Natalie					√		√			
Lucy					√	√				
James			√							√
Arthur					√	√				
Julie			√						√	
Emma	√									√
Grace	√						√			
Angela			√			√				
Anna					√					√
Suzie				√		√				
Joanne				√		√				
Patrick		√								√
David		√				-	-	-	-	-
Mike				√		-	-	-	-	-
Andrew				√		-	-	-	-	-
Joshua	-	-	-	-	-			√		
Andrea		√								

Appendix 17: Individual pupil profiles

The following embedded cases have been chosen to illustrate the diversity of the case and varying progress made between Test 1 and Test 2.

Pupil 1: Angela

Contextual details

Background	<ul style="list-style-type: none"> Positive, friendly, determined, appearing to have high levels of confidence
Special group (FSM/LAC/EAL)	<ul style="list-style-type: none"> No
Specific needs/ Additional provision	<ul style="list-style-type: none"> School Action, Specific Learning Difficulties, use of a coloured overlay

Reading skill

Angela completed YARC supplementary passages and obtained the following scores:

YARC Test data by strand

	Test 1		Test 2		Gains	
	SS	RA	SS	RA	SS	RA
SWRT	70	8:00	<70	7:06	-00	-0:06
Comp'n	107	13:05	111	14:08	+04	+1:03
Accuracy	81	8:03	00	00	00	00
Rate	81	8:05	85	8:11	+04	0:06

Comprehension was a strength at Test 1 although tests suggested that Angela had particular difficulty with decoding skills which may have been affecting her rate of reading. At Test 2, this gap had widened for single word reading, although accuracy rate in continuous text reading showed no change, perhaps reflecting positive change in processing strategies. Gains in comprehension and rate suggested a trend towards a narrowing of the gap in this strand.

BRP Programme details

Targets at start of programme	<ul style="list-style-type: none"> Monitor for precise meaning, use of intonation, Use visual details across a word and check with meaning rather than guessing
BRP Attendance	22/30 sessions

Pupil 2 : James

Contextual details

Background	<ul style="list-style-type: none"> • Quiet, strong interest in information books
Special group (FSM/LAC/EAL)	<ul style="list-style-type: none"> • FSM • Behavioural, emotional and social difficulties • ADHD
Specific needs/ Additional provision	<ul style="list-style-type: none"> • Statement of SEN • Attending sessions in intervention nurture centre

Reading skill

James completed YARC supplementary passages and obtained the following scores:

YARC Test data by strand

	Test 1		Test 2		Gains	
	SS	RA	SS	RA	SS	RA
SWRT	<70	7:06	78	9:00	+08	+1:06
Comp'n	85	8:06	90	9:05	+05	+0:11
Accuracy	74	7:08	82	8:06	+08	+0:10
Rate	73	8:09	76	8:00	+03	-0:09

James' reading was characterised by low attainment across all strands with his strength in comprehension. At Test 2, the gap appeared to be closing for James. Perhaps the fall in reading rate reflected the emergence of new self-regulatory behaviours (re-running, repeating; making serial attempts) and a more attentive, careful approach to decoding.

BRP Programme details

Targets at start of programme	Not available
Programme attendance	Register not available

Pupil 3: Joshua

Contextual details

Background	<ul style="list-style-type: none"> described as disengaged, having 'attitude' issues; strong interest in sport
Special group	<ul style="list-style-type: none"> FSM
Specific needs/ Additional provision	<ul style="list-style-type: none"> Speech, Language and Communication School Action Attending sessions in intervention nurture centre

Reading skill

Joshua completed YARC supplementary passages and obtained the following scores:

YARC Test data by strand

	Test 1		Test 2		Gains	
	SS	RA	SS	RA	SS	RA
SWRT	<70	7:09	70	8:03	00	+0:06
Comp'n	85	8:06	80	7:07	-05	-0:11
Accuracy	<70	7:01	00	00	-00	-00
Rate	88	9:07	94	10:09	+06	+1:02

*RA –Yrs/Mths

At Test 1, tests suggested that Joshua had particular difficulty with both decoding and language comprehension, which impacted on his ability to read for meaning. Weak vocabulary knowledge lead to particular issues in SWRT where it was not possible to use even limited awareness of contextual meaning. Joshua's initial reading attempts were characterised by several mispronunciations. At Test 2, with the emergence of new strategic processing behaviours suggesting greater self-monitoring for meaning and accuracy, the gap for two strands appeared to be closing (SWRT, rate). However, as language comprehension is a particular challenge for Joshua, the trend appeared to be towards a widening of the gap in comprehension skills.

BRP Programme details

Targets at start of programme	Not available
BRP attendance	Register not available

RQ 2 Change in reading skill, attitude and motivation

Pupil 1: Angela

	Individual Pupil semi-structured interview post-BRP intervention (expanded/additional references to questionnaire response categories)	Teaching Assistant/staff Findings from observations / written notes / Interview (Lib-Melanie/I/ p1)
Aspects of reading process skills	<i>Before the scheme I read dead fast and skipped words and put words in. Now I've slowed down.</i>	<i>Rerunning is more evident (e.g. provided, WR-9.5.13) and she is guessing much less and self-monitoring is increasing.</i>
Awareness of strengths (AfL) <i>What do you do really well when you read?</i>	<i>Sound out, cover words up, really try myself</i>	<i>Overall phrasing and fluency is developing; she's using punctuation; reading for meaning</i>
Awareness of next steps (AfL) <i>What do you think you need to do to become an even better reader?</i>	<i>Keep my reading pace the same.</i>	<i>She has weak vocabulary, so need to develop that. I'm still prompting 'Does that make sense and sound right' at points of difficulty. We need to work on taking words apart.</i>
Self-efficacy	<i>I stop and put my finger over the first part, then the other parts and then put it all together. I do a lot more now.</i>	<i>The programme has turned her reading around.</i>
Confidence	<i>I never used to like reading but I like it now.</i>	
Motivation	<i>I'm reading much more now. I visit the local library and borrow and read books at home. I'm getting a bit more into my reading. Before I didn't used to get magazines and now I'm nagging my gran to buy me some. I go on the internet to read about the Soaps* too (I/p1) .(*TV Soaps)</i>	<i>She's more motivated to read but is easily put off if the text is too difficult (I/p1)</i>

Pupil 2: James

	Individual Pupil semi-structured interview post-BRP intervention (expanded/additional references to questionnaire response categories)	Teaching Assistant /staff Findings from observations / written notes / Interview (TA/Pippa/l/p1)
Aspects of reading process skills	See below	See below
Awareness of strengths (AfL) <i>What do you do really well when you read?</i>	<i>I try to read the words I don't know now.</i>	<i>If he struggles, he re-runs to the beginning of a sentence.</i>
Awareness of next steps (AfL) <i>What do you think you need to do to become an even better reader?</i>	<i>I've been reminding me to leave out the word and also to try and read it in pieces, like if I can't spell something, Mum tells me to split it up. I use my finger sometimes.</i>	<i>If he struggles, he re-runs to the beginning of a sentence but he still sometimes guesses, trying the beginning and middle but not reading right to the end of a word. He needs to break that habit.</i>
Self-efficacy		<i>He tries harder with words he struggles with and doesn't jump over words as much.</i>
Confidence	-	-
Motivation	<i>It's made me want to read a bit more. I read at home now. I'm reading 'YUK'. It's a book about a boy that likes worms and things people don't like.</i>	

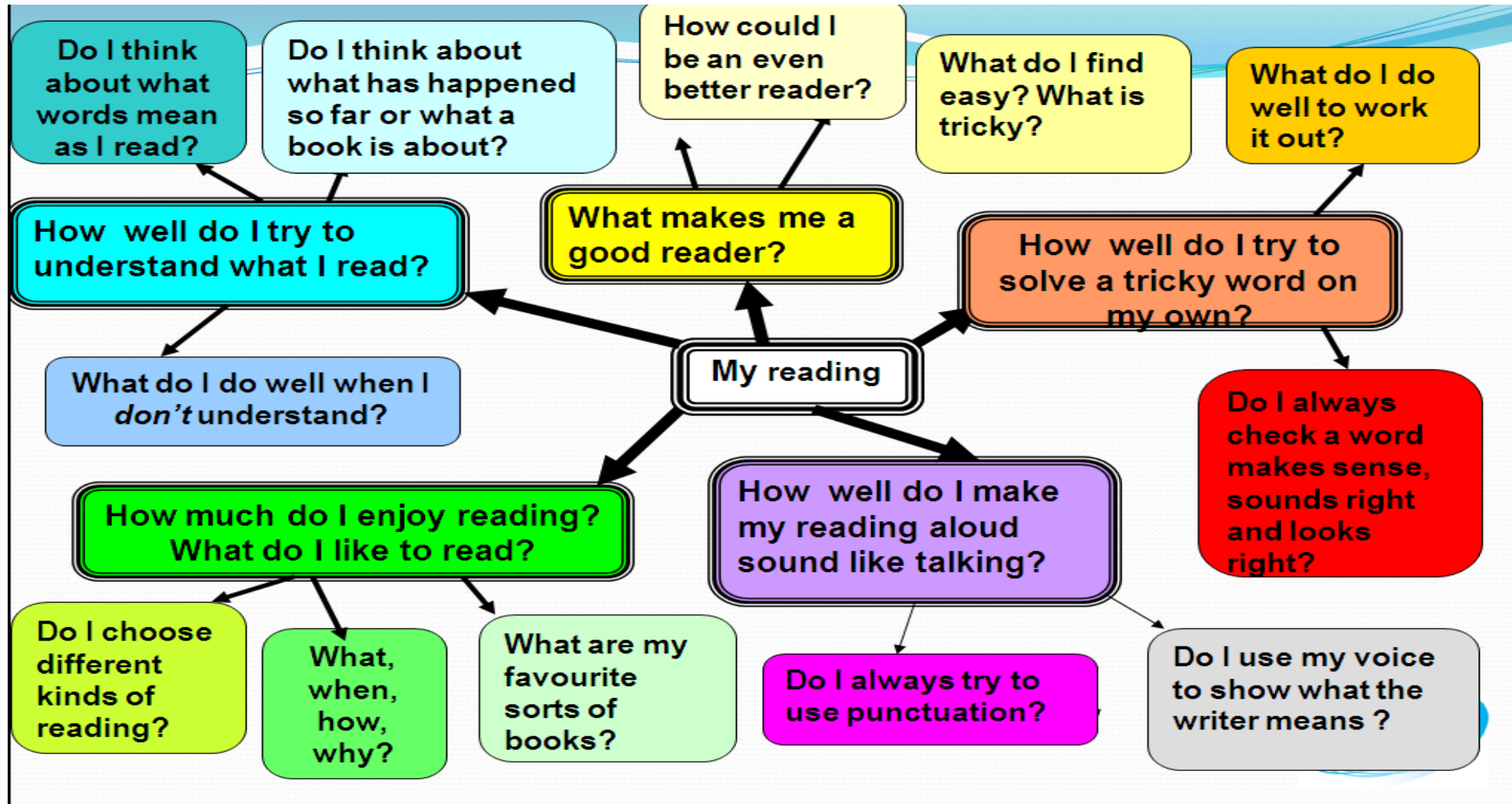
Pupil 3: Joshua

	Individual Pupil semi-structured interview post-BRP intervention (expanded/additional references to questionnaire response categories)	Teaching Assistant /staff Findings from observations / written notes / Interview (TA/Pippa/l/p1)
Aspects of reading process skills	See below	<i>He goes back to the beginning of a sentence now and stops at a full stop. It's no longer a case of whatever he can get out in one breath. He's more focused but you still need to pull him back at first.</i>
Awareness of strengths (AfL) <i>What do you do really well when you read?</i>	<i>I'm good now at reading proper words. I split them up. Miss has shown me how to split them up.</i>	<i>He's more focused.</i>
Awareness of next steps (AfL) <i>What do you think you need to do to become an even better reader?</i>	<i>Say words I don't know, splitting them up.</i>	<i>He is aware he needs to think more about the meaning of words he struggles with and think for himself, 'What was that about?'.</i>
Self-efficacy	<i>If I can't say it, I go back to it. I go back to the beginning of the sentence. I don't give up as easily and I'm more determined to work it out.</i>	
Confidence	<i>I feel more confident now. If I'm reading a book I've read before it improves your confidence.</i>	
Motivation	<i>I've enjoyed reading. I don't like boring books I like entertaining books like when you learn facts. I know the books I want to read now, like football magazines AND football books. I go to the library to read them now.</i>	

Appendix 18 : Overview of BRP used as part of partners' professional development training



Appendix 19 : AfL Pupil self-evaluation prompt sheet used to enhance pupil/partner discussion



i

ii