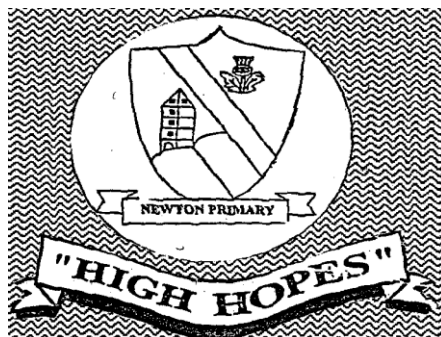




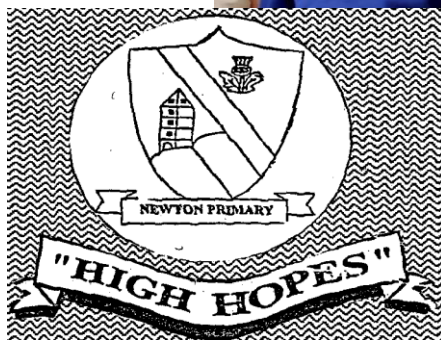
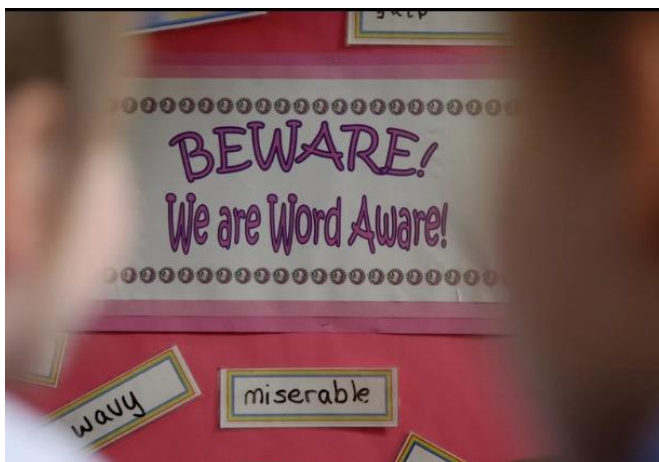
Reading Wise An effective Literacy Intervention

Daniella Miller
Newton Primary School





NEWTON PRIMARY SCHOOL





Reading Wise Decoding

- ASN Co-ordinator identified Reading Wise decoding as an intervention to be used to support Literacy in pilot schools in South-Ayrshire.
- Key people identified in each of pilot schools.
- Key people trained and supported by Caroline Shepherd.
- Assessments to provide pre and post data.
- Ongoing support



Reading Wise Decoding

Newton Primary School Pilot Year 1

- Groups of pupils identified
- Timetabling
- Logistics
- Supporter role

What did we learn from pilot?

- Data
- Difference in data for both groups
- Timetabling
- Motivation
- Ownership



Reading Wise Decoding

Newton Primary Year 2

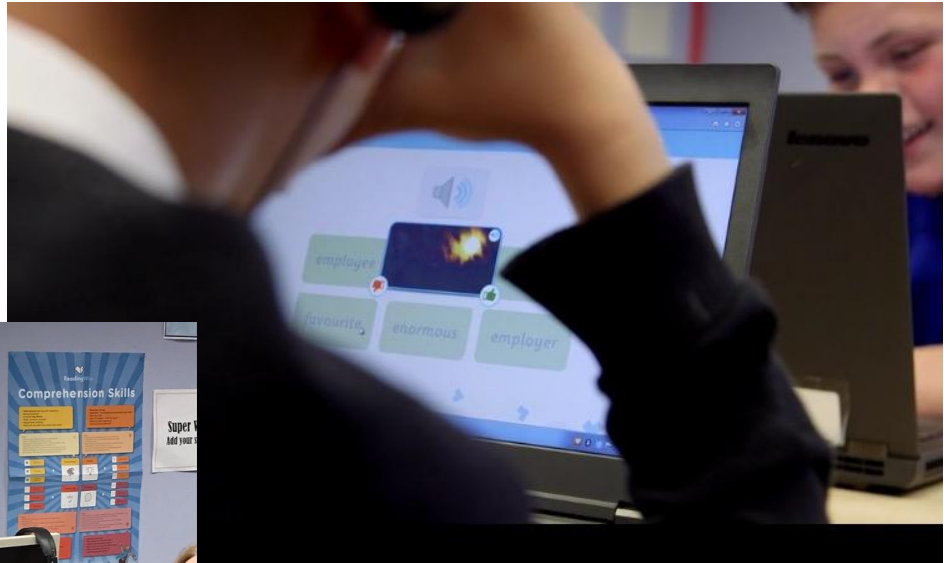
- Continued improvements
- Supported roll out across authority
- School Assistant supported peers
- Continuous data collection/ analysis

So What?

- 20 pupils have participated in Reading wise decoding over session 2016-17. 11 Pupils have completed pre and post measures(9 pupils have still to complete programme, post measure will be completed at relevant time scale) For the 11 pupils who have completed pre and post measures there has been an average increase of 2years and 2 months over an 8 month period using the GL Single word reading Assessment. The largest improvement was of 6 years 9 months in an 8 month period.



Reading Wise Decoding





Reading Wise Comprehension

Newton Primary Pilot

- Positive Impact of Decoding intervention
- Needs analysis identified real need for Comprehension intervention
- Asked to be part of South-Ayrshire Pilot
- Key people identified
- Training
- Group of pupils identified
- Assessments to provide pre and post data
- Ongoing support



Reading Wise Comprehension

What did we do:

- Timetabling
- Logistics
- Supporter role
- Empowered School Assistant
- Authority Level

So What?

- 9 pupils participated in 20 session intervention, all 9 pupils increased in Reading accuracy and comprehension using Nar O'Neal Assessment. There was a mean improvement of 17 months in a 4 month period in Reading Comprehension, with the largest gain 3.0 years in comprehension. All 9 pupils reported in their pupil survey that they felt Reading wise comprehension had helped them with reading in class.



Reading Wise Comprehension





Pupil C Background

- Mum and Dad split and Pupil C lives with Dad. Older siblings who have also experienced difficulties within School and community.
- Attended other Primary School P1,P2,P3. Attended base within a mainstream School. Difficulties getting to School, staying in School and attendance in general.
- Historically had 1:1 behaviour support and was disengaged with learning. Found many areas of the curriculum extremely difficult. “ Pupil C avoided everything to do with learning”
- In Primary 1 was already a year behind in Maths and further behind in Literacy. Failed to attend SALT appointments.

PUPIL C

Started **NEWTON**
MARCH 2014

FIRST DAY
"Tantrum, lying
on the floor"

OCTOBER 2014
ATTENDANCE

79%



Accused of
damaging shop
premises and
car



NOVEMBER 2014
BARNADOS
family support

3 MONTHS

FEBRUARY 2015

No longer working with
family as PUPIL C
SETTLED AT SCHOOL.



OLDER PEER GROUP

JUNE 2015
ATTENDANCE

80%

BARNADOS

UNIFORM



READING WISE DECODING

JANUARY 2016
GLSW 6.0
chron age 9.0

14 hours input

MARCH 2016
GLSW 6.0
chron age 9.3

14 hours input

JUNE 2016
ATTENDANCE

81%

DAILY TOE BY TOE

10min daily
sessions

JUNE 2016
GLSW 6.3 + 3m
chronage 9.6

ATTENDANCE VISITS BEGIN AUG 2016

DAILY CHECK
IN

BARNADOS ATTAINMENT
CHALLENGE

Pupil C signs up and
attends holiday
programme.

NUMBER
TALKS

CATCH UP LITERACY x 2 WEEK

READING WISE COMPREHENSION

AUGUST 2016
MENTAL AGILITY
66% accurate
0% strategies used

AUGUST 2016
GLSW 5.9 - 7m
chron age 9.8

OCTOBER 2016
NEALE

ACCURACY 6.1 COMPREHENSION below 6.1
Rate 6.7
chron age 9.10

DECEMBER 2016
SCHONELL

Reading 6.7

FEBRUARY 2017
NEALE

ACCURACY 6.8 COMPREHENSION 6.10
RATE below 6.1

FEBRUARY 2017
GLSW 7.3 + 1.6 in 4m
chron age 10.1

MARCH 2017
MENTAL AGILITY
100% accurate
90% strategies used

MARCH 2017
SCHONELL
Reading 7.1

APRIL 2017
ATTENDANCE

95%

BARNADOS
Grant for furniture





Pupil C – Learner Reflections

- “Getting better at Language has helped my behaviour. I was quite angry because I couldn’t read. I don’t get angry any more because I try it.”
“I felt a bit bad because I couldn’t read, I was embarrassed because the rest of the class could read but now I’ve got on to a book.”
“Reading wise decoding helps me because I make the words out of play dough, I close my eyes and try and spell it. I use this in class to help me.”
“I sound it and blend it, sometimes I can’t get it but I try.”

Pupil C – Teacher Reflections

- “At the beginning of the year, Pupil C would say, I can’t do it, I need help. He now tries all aspects of Literacy without help. He is now achieving success that he hadn’t before. His confidence is amazing and he’s proud of his attendance.”

Pupil C – School Assistant Reflections

- “Pupil C is now really keen to try tasks. He no longer experiences huge struggles and has grown in confidence.”



Pupil D Background

- Parents historically did not want to engage with School. Ongoing negative perception of School impacting on engagement. Mum finds Literacy challenging.
- Mum and Dad both work, with Mum working 2 jobs to support family.
- Historically behaviour impacted on learning. Pupil D had SFL input throughout School with little impact on attainment.



PUPIL D

HISTORIC SFL
INPUT - LITTLE
IMPACT

PARENTS
DID NOT WANT
TO ENGAGE



ATTENDED
NEWTON
Nursery, P1, P2, P3,
P4, P5, P6

JANUARY 2016
**BOYS INTERVENTION
GROUP**
• Emotional Literacy

4 months

Reduction in Emotional
Literacy scores
"Better social
interactions"

JUNE 2016
ATTENDANCE **80%**

AUGUST 2016
Mental Agility
78% accurate
10% strategies used

AUGUST 2016
GLSW 8.9
chron age 10.5

AUGUST 2016
ATTENDANCE VISITS BEGIN

READING WISE
DECODING

POSITIVE PARENTAL
INVOLVEMENT & ENGAGEMENT

NUMBER TALKS

MUM becomes SUPERSTART
VOLUNTEER

MUM helps at
Christmas fayre

Mum attends Parent
Council meetings

READING WISE
COMPREHENSION

AFTER SCHOOL CLUBS

Dad attends CLD
Parent/child cooking &
gardening group.

MARCH 2017
NEALE

Accuracy 11.2 Comprehension 11.8
Rate 6.7
chron age 11.0

BARNADOS ATTAINMENT
CHALLENGE

Attends Easter
Programme

APRIL 2017
GLSW 12.9
chron age 11.1

APRIL 2017
ATTENDANCE **86%**

SALT BUDDY TRAINING

OCTOBER 2016
NEALE

Accuracy 9.3 Comprehension 9.4
Rate 6.4
chron age 10.8

14 hours input

JANUARY 2017
GLSW 8.9
chron age 10.

7 hours input



86%



Pupil D – Learner Reflections

- “I think I’m getting smarter because I’m listening, working hard and I’ve got better with my reading because of Reading wise.”
“Reading wise helps me read tricky words by myself and it helps me get confident.”
“I couldn’t read hard words before and now I can.”

Pupil D – Teacher Reflections

- “Pupil D’s retention of information is brilliant and he’s made great progress with School Assistant interventions.”
“He is now much more active, joining in after School clubs and is always willing to take part.”
“He is happier now than he was at the beginning of the year.”

Pupil D – School Assistant Reflections

- Pupil D made huge progress in his comprehension Assessment. He could recall excellent detail about the stories read and was an active member of our community of readers.”



If we were not going to get Reading Wise next year, I don't know what I would do. It's like toe by toe but the difference is I can help 10 pupils at a time and they love it. The difference in their reading is amazing and they all want to try, before they would have given up.

Anne Shankland School Assistant Newton Primary School



NEWTON NEVER GIVES UP

- # No excuses
- # Baskets of interventions
- # Leadership at all levels
- # Data- So what?!

NAILED IT

Daniella Miller

Daniella.Fulton@south-ayrshire.gov.uk



@DaniellaMille18