



Literacy Intervention – what impact does reading intervention have on low-level readers?

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Achievement

Care

Excellence

Type of Academy:

4-18 mixed Academy

Specialist statuses:

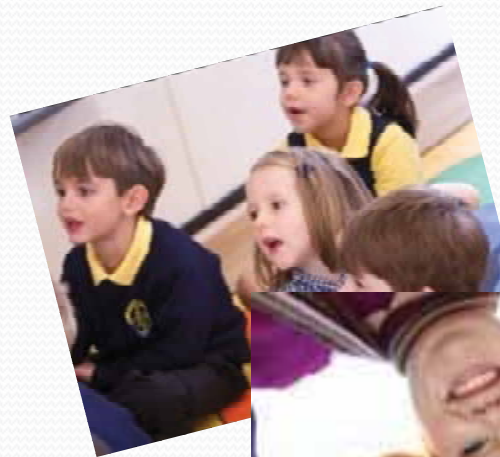
English and New
Technologies

**Number of students
on role:**

375 (approximate)



Sir John Lawes
Academies Trust



Why Literacy?

- a personal educational timeline -

- My mother aged 7, entered school not being able to read – teachers did not know what to do with her - she consistently ran away from school. My mother aged 60 told me how ashamed she felt when her school friends could read. My mother has never got over the low-self esteem she felt at age 7 – she is now 81 years old
- I went to school aged 4, a fluent reader, my mother taught me. The teachers did not know what to do with me as I was reading 'proper' books unlike my peers. I enjoyed school and did not run away.
- I was advised by my son's teacher, that aged 8 he was difficult and was failing school. He was assessed by an Educational Psychologist, who advised me that my son has a high IQ but, should never have been able to read as his 'learning needs' were so complex. His reading was assessed at the level of a 13 year old - I taught him. He has just left University.

What are the similarities in these stories?



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Rose Report (2009)

- ❑ One of the affects on a young person experiencing low literacy skills is that they can develop low self-esteem.
- ❑ This low-self esteem reflects on their attendance level at school.
- ❑ When attendance falls below the required minimum level of 90% learning begins to slow down as gaps develop in their knowledge.
- ❑ This results in the young person experiencing difficulty engaging with lessons.
- ❑ The attendance level at 85% or below at school of young person greatly affects learning.
- ❑ The young person will find it very difficult to engage with the lessons and rapidly becomes disengaged from the school.



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Research

- Researching for my degree I found that low literacy levels were affecting the attendance and behaviour of the young people in the Academy.
- The impact on these 11-16 year olds was that the young people would never fulfil their full potential.
- Young people transferring into the next stage of their education, at 11 years old from Primary school, did not have the necessary literacy levels to engage with the curriculum for 11-16 year olds.
- Not being able to access reading and in some cases comprehension, immediately has impact on the young person's progress while in education.

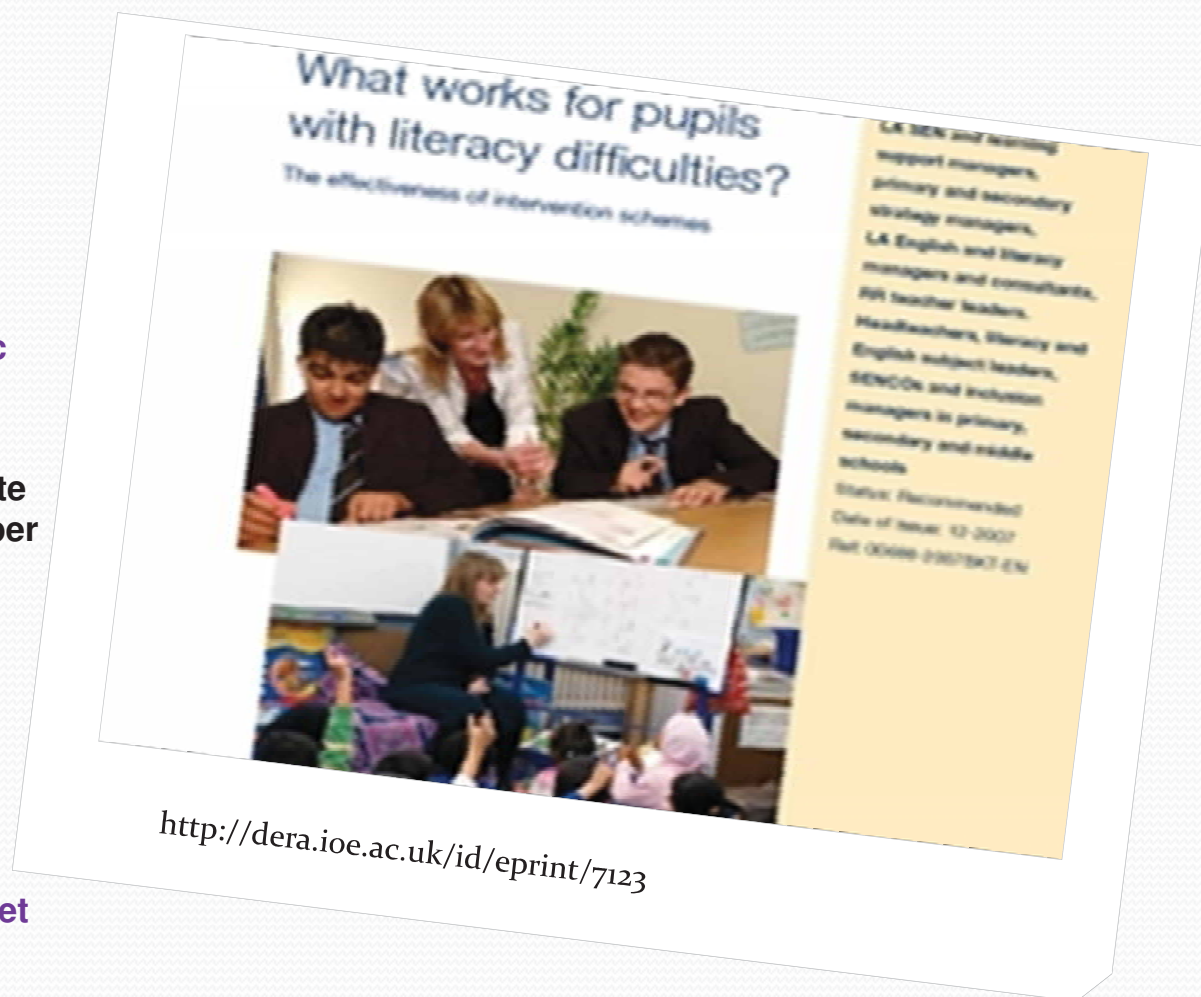


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Development Project

- ✓ Identify young people not achieving age related goals in literacy – disengaged from learning.
- ✓ Identify resources that support literacy development for specific age groups.
- ✓ Specific timescale – 3 x 20 minute sessions per week, x 6 weeks, per young person.
- ✓ Identify appropriate staff to implement literacy intervention.
- ✓ Set up monitoring system.
- ✓ Implement intervention within set timescale of young peoples and staff timetables.



Assessment Tests

Wide Range Achievement Test 4 (WRAT4)

Gary S. Wilkinson, PhD and Gary J.
Robertson, PhD

Purpose: **Measure the basic academic skills of reading, spelling, and math computation**

Age range: **5 to 94 years**

Admin: **Individual; specific subtests can be administered to groups**

Admin time: **Approximately 15-25 minutes for individuals ages 5-7 years; approximately 35-45 minutes for individuals ages 8 years and older.**

Scoring time: **15 minutes**



<http://www.academictherapy.com/pix/DDD-946-kit.jpg>



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Assessment Tests

Lucid Assessment System for Schools

Cognitive measures:

The Cave: visual memory

Mobile: auditory verbal memory

Non words: phonic skills

Segments: phonological skills

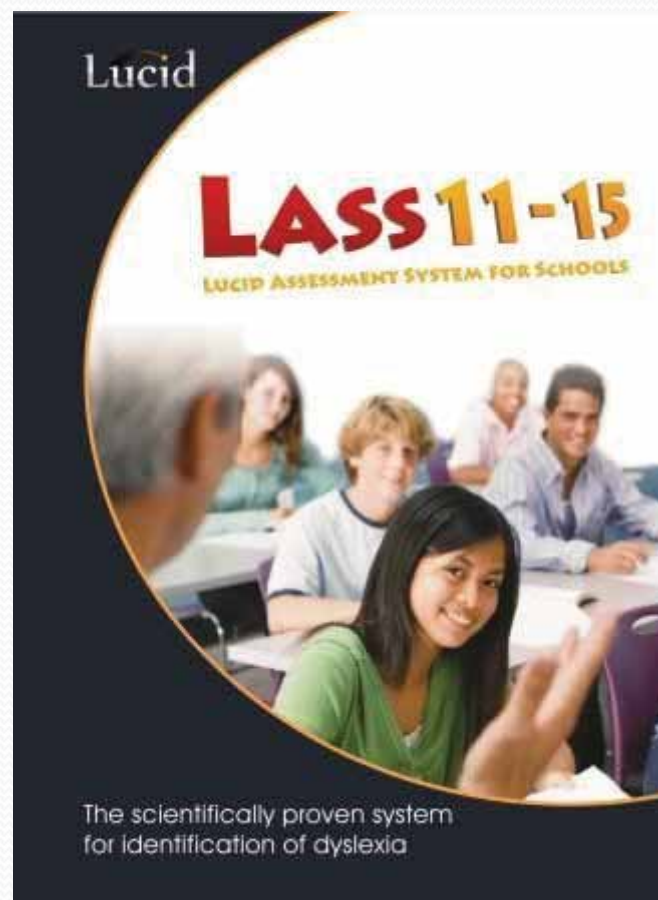
Attainment measures:

Single word reading

Sentence reading

Spelling

Reasoning



<http://shop.iansyst.co.uk/images/default-source/products-images/lucid-lass-11-15-box.png?sfvrsn=0>



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Assessment and Monitoring My Role

- ✓ **WRAT4 Assessment before and after intervention.**
- ✓ **Training staff on interventions such as strategies and resources – ability related books, not age related.**
- ✓ **Provision Map – data is held showing pre/post intervention – standardised scores and ages.**
- ✓ **Allocation of member of staff to deliver one to one intervention –reading, writing, comprehension, spelling and numeracy.**
- ✓ **Letters to Parent/Carers to inform them of the intervention and timescale involved.**
- ✓ **Inform teachers that young person will be withdrawn from their lesson for the intervention – 3 x 20 minute x 6 weeks.**
- ✓ **Monitor consistent delivery of intervention.**



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Impact on Young People

- ✓ Improved attainment
- ✓ **Motivation to participate in lessons.**
- ✓ Confidence and self-esteem.
- ✓ **Self-awareness developed.**
- ✓ Improved Metacognition.
- ✓ **Learning in other curriculum areas improves.**

The suggested methods are 'scaffolding... to guide this discovery through structured support' Bruner in Burton in Capel et al, (2003:241)



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Impact on Staff – Learning Support and Teachers

- ✓ Young people have more positive attitude to learning.
- ✓ New strategies and skill acquired by colleagues.
- ✓ Colleagues gain new knowledge and understanding.
- ✓ Sharing of experiences and development of emotional intelligence – improved self-esteem.
- ✓ Greater understanding of the role Inclusion Faculty has in Academy.

'modelling ... a practical demonstration' Capel & Moss in Capel et al, (2003:419)



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Impact on my Leadership Skills

- Leadership is not management – developing staff to deliver the one to one interventions by scaffolding and allowing self-development.
- Improved Metacognition –reflecting on my own practice – how I accommodate change and how my reaction to new working practice affects others.
- Developing members of a team to take on pro-active roles to develop the project.
- Evaluating data to develop the project.
- Improving communication skills across the Academy – sharing knowledge and strategies to support literacy across the curriculum.
- Self-development – taking on new role within the Academy.

*‘Knowledge –in-
practice....a kind of
artistry... Emerges
primarily from
practitioners reflecting
on and enquiring into
their own actions’
Simkins, (2005)*



Conclusion

- Improved literacy levels for 95% of the young people taking part in the intervention.
- Colleagues in the Inclusion Faculty delivering the interventions have furthered their knowledge. Developing in their own learning and self-development. Sharing good practice across the Academy. Many now taking on additional roles within the faculty.
- Teachers are more aware of the role of the Inclusion Faculty within the Academy. Also aware of the cross Academy impact the intervention has had.
- Next Step – development of the interventions to include Nurture Group, Social, Emotional and Literacy groups. Full assessments of the new intake of young people in September 2013 to identify at the earliest opportunity those young people requiring intervention – including literacy.

Thank you for listening - any questions?



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References:

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Thank you



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HertsCam Network