



Ashfield School

Literacy Provisions and Interventions

September 2019 – July 2020

(All data is based on assessments preceding Friday 20th March 2020, when UK schools were closed to all but the children of keyworkers)

Contents:

• Overview of Provisions and Interventions.....	2
• LIT Programme.....	3
• Sound Training.....	5
• Read Write Inc.....	6
• Everyone’s A Reader.....	7
• Appendices.....	8

Report by: Mrs Tracey Pedley (Individual Needs Coordinator)

Mr Sam Henstock (Teacher of English & LIT Programme Coordinator)

Overview of Provisions and Interventions:

LIT Programme:

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



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

Sound Training:

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



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

Read Write Inc:

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



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

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

Everyone's A Reader:

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

LIT Programme Y7 2019-2020:

Overseen by: HEN (Interventions running from September 2019 to July 2020)

Year 7	Cohort Size
Total	26
Boys	18
Girls	8
PP	17
Non-PP	9

Reading Age	ART Sept	ART Jan	Change + / -	ART July	Change + / -
Average	08:02	9:01	+11 months	N/A	N/A
Boys	07:11	9:01	+14 months	N/A	N/A
Girls	08:08	9:02	+6 months	N/A	N/A
PP	08:03	9:03	+12 months	N/A	N/A
Non-PP	07:11	8:09	+10 months	N/A	N/A

Assessments	Baseline	Unit 1	Unit 2
Average	B	S	N/A
Boys	B	S	N/A
Girls	B	S+	N/A
PP	B	S	N/A
Non-PP	B	S+	N/A

Commentary:

- The above results (taken from both ART and end-of-unit assessments) present good progress for the 26 students partaking in LIT this academic year – from September 2019 to January 2020. It is important to recognise that, though this data presents averages for the entire cohort, there were some particularly notable success stories for individuals, also, at this point.
- At the interim point in the year, it was extremely interesting to consider the progress of Pupil Premium students in comparison to their peers. PP students, on this occasion, outperformed their non-PP counterparts. There are many reasons for this, however considering this particular cohort, it is possible that some experienced high levels of support and intervention during their SATs preparation in Years 5 and 6.
- **Any data to be generated/collected following Friday 20th March 2020 was prevented as a result of Covid-19's closure of all schools.**

Additional notes:

For the first time this year, Gemma Heald and Sam Henstock devised the 'Evenings of...' programme of events, to engage the parents of those partaking in Year 7 LIT. The Evening of Literacy took place on Thursday 26th November 2019 in The Academy Café. It was well attended by parents and students, who were each presented with a book. This said, the future Evening of Numeracy and Evening of Science events were cancelled due to Covid-19's closure of all schools. As a result of its initial success, a similar programme has been calendared for 2020/21.

LIT Programme Y8 2019-2020:

Overseen by: HEN (Interventions running from September 2018 to July 2020)

Year 8	Cohort Size
Total	38
Boys	15
Girls	23
PP	18
Non-PP	20

Reading Age	ART Y7	ART July	ART Jan	Change + / -	ART July	Change + / -
Average	09:04	11:03	11:08	+5 months	N/A	N/A
Boys	09:09	11:03	11:06	+3 months	N/A	N/A
Girls	08:11	11:03	11:09	+6 months	N/A	N/A
PP	09:01	10:08	10:11	+3 months	N/A	N/A
Non-PP	09:07	11:10	12:03	+5 months	N/A	N/A

Assessments	Unit 1	Unit 2
Average	S+	N/A
Boys	S	N/A
Girls	S+	N/A
PP	S+	N/A
Non-PP	S+	N/A

Commentary:

- The above results present good progress for the 38 students partaking in LIT this academic year. It is important to recognise that, though this data presents averages, there were some particularly notable success stories for individuals, also. Additionally, when contemplating the initial Access Reading Test results from Year 7, it is clear to see that this particular cohort have performed well, making an average of 28 months Reading Age progress in four academic terms.
- The intervention has enabled each of the subgroups to make progress, however it is clear to see that the non-PP students have made an accelerated level of progress compared to their PP peers over the four terms. This said, the PP versus non-PP progress in Year 8 showcases a closing of the gap, as the non-PP progress slows and the PP progress in Year 8 quickens.
- **Any data to be generated/collected following Friday 20th March 2020 was prevented as a result of Covid-19's closure of all schools.**

Sound Training 2019-2020:

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

Year 7	Cohort Size
Total	12
Boys	8
Girls	4
PP	6
Non-PP	6

Reading Age	Change + / -
Average	+50 months
Boys	+45 months
Girls	+57 months
PP	+55 months
Non-PP	+45 months

Year 8	Cohort Size
Total	4
Boys	1
Girls	3
PP	0
Non-PP	4

Reading Age	Change + / -
Average	+4 months
Boys	+3 months
Girls	+4 months
PP	N/A
Non-PP	+4 months

Commentary:

- The above results present varying rates of progress for the 16 students having partaken in Sound Training this academic year. It is important to recognise that, though this data presents averages, there were some particularly notable success stories for individuals, also.
- Particularly pleasing is the 'closing of the gap' in Year 7. Though Pupil Premium students are performing considerably better in Year 7, it is worth noting the PP cohort's starting position and how this data then shows excellent progress for this subgroup.
- Importantly, only groups taught between November and January could be included within this report, due to the January to March cohort having not been retested prior to the closure of all UK schools. These students will, however, be prioritised for this intervention upon our return.
- **Any data to be generated/collected following Friday 20th March 2020 was prevented as a result of Covid-19's closure of all schools.**

Read Write Inc 2019-2020:

Overseen by: BRH/PED (Interventions running from September 2019 to July 2020)

Year 7	Cohort Size
Total	10
Boys	8
Girls	2
PP	7
Non-PP	3

Reading Age	ART Sept	ART Jan	Change + / -	ART July	Change + / -
Average	06:11	07:08	+9 months	N/A	N/A
Boys	07:01	07:06	+5 months	N/A	N/A
Girls	06:04	08:03	+23 months	N/A	N/A
PP	06:11	07:09	+10 months	N/A	N/A
Non-PP	06:08	07:08	+12 months	N/A	N/A

Year 8	Cohort Size
Total	4
Boys	3
Girls	1
PP	4
Non-PP	0

Reading Age	SWRT Sept	SWRT Jan	Change + / -	SWRT July	Change + / -
Average	07:05	9:06	+25 months	N/A	N/A
Boys	7:05	10:02	+33 months	N/A	N/A
Girls	7:03	7:06	+3 months	N/A	N/A
PP	07:05	9:06	+25 months	N/A	N/A
Non-PP	N/A	N/A	N/A	N/A	N/A

Commentary:

- It is clear from the above data collected as part of our tracking that good progress has been made in both Years 7 and 8. Particularly impressive is the rate of progress in Year 7 for both Pupil Premium and Non Pupil Premium students, as there shows to be a difference of only two months between the two subgroups when considering the progress made.
- The difference between boys and girls in the Year 7 cohort will inevitably have been skewed by the 1:4 ratio of girls to boys within the group. A similar explanation is the case in the Year 8 case, where a ratio of 1:3 of girls to boys existed.
- **Any data to be generated/collected following Friday 20th March 2020 was prevented as a result of Covid-19's closure of all schools.**

Everyone's A Reader 2019-2020:

Overseen by: HEN (Intervention running from October 2019 to April 2020)

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

Reading Age	STAR Sept	STAR Nov	Change + / -	STAR March	Change + / -
Average	7:08	8:06	+10 months	N/A	N/A
Boys	7:01	7:10	+9 months	N/A	N/A
Girls	8:01	9:00	+11 months	N/A	N/A
PP	7:08	8:06	+10 months	N/A	N/A
Non-PP	N/A	N/A	N/A	N/A	N/A

Commentary:

- The above results for this year's cohort of students for Everyone's A Reader are extremely impressive, with students making significant progress in all subgroups. Particularly impressive is the progress that the boys partaking in the intervention managed to make – especially as their starting point was, on average, lower than their female counterparts.
- Additional progress was also made in students' attitude towards reading, with 68 books having been read and quizzed on by the small cohort of ten students during the period from October 2019 to the school's closure in March 2020.
- Whilst the data speaks for itself in terms of the progress that students in all subgroups managed to make as part of the Everyone's A Reader intervention programme, I think it important to note the brilliant attitude and conduct of each and every student that partook in the intervention this year. The Year 10 students were exemplary in showcasing model behaviours and supporting the students with their literacy progression.
- **Any data to be generated/collected following Friday 20th March 2020 was prevented as a result of Covid-19's closure of all schools.**

Appendices:

LIT Programme:

1. Year 7 students are identified using the reading results from their KS2 SATs – those with a scaled score in Reading of 90 or below. A baseline assessment is then administered upon enrolling at Ashfield School, along with the Access Reading Test, so to ensure that the students are fully eligible for the LIT Programme and its delivery.

2. When referring to **Reciprocal Teaching**, below are the skills:

Predicting	Questioning	Clarifying	Summarising
When I predict, I: Guess - Estimate - Assume Infer - Speculate - Suspect Believe - Forecast - Project	When I question, I: Search - Ask - Investigate Challenge - Examine - Doubt Dispute - Explore - Inquire	When I clarify, I: Explain - Remember - Reread Monitor - Refine - Simplify Define - Sharpen - Solve	When I summarise, I: Sum up - Organise - Conclude Determine - Review - Decide Prioritise - Surmise - Judge
Questions and statements: What do you think will happen? What do you think the author will do? What clues tell you what will happen? I predict...	Questions and statements: What questions do you have? Who? Where? When? What? Why? What did the author mean when...	Questions and statements: I need help understanding this. I don't know what these words mean. What clues help me understand better? I'm going to look in a dictionary...	Questions and statements: Tell me about what you just read. Sum up the passage in 3 bullet points. What is the most important event? Which sentences sum up the extract?

3. The following assessments are used to assess students throughout the course of LIT, in both Years 7 and 8: **Access Reading Test, GL's single-word reading and spelling tests, reading and writing assessments** courtesy of the Hackney Learning Trust. One difference in Year 8, however, is the introduction of in-house created assessments tailored to the expected levels of students by the end of the intervention. These in-house assessment are modelled on those from the LIT Programme package – yet with a greater sense of challenge as a result of students' reading and chronological ages being higher than in Year 7.

4. LIT reading and writing assessments are graded using a medal system, ranging from Bronze to Gold, with plus grading along the way – ensuring differentiation within each of the levels.

Sound Training:

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

Read Write Inc:

1. Like LIT, students are identified for Read Write Inc as a result of their performance in their Key Stage 2 reading assessments. Importantly, however, other factors are taken into account, as this particular intervention caters for students needing social and emotional support also. The students identified for Read Write Inc are considered the weakest and most vulnerable within a given year group. This year's Year 8 cohort were assessed through the single-word reading and spelling tests as a result of the ART not being accessible for all students within this particular cohort.

Everyone's A Reader:

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