



New Brompton College

Corrective Reading
Intervention Programme
2006-7

Report

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NEW BROMPTON COLLEGE CORRECTIVE READING INTERVENTION PROGRAMME 2006 - 7

The Background

A corrective reading programme has been implemented from September 2006, as a way of radically addressing the very low literacy levels of a large number of our students on entry, as identified by historical entry data (CAT scores, KS2 SAT scores and NFER reading test scores) and confirmed by an external review of the English department (*Chris Griffin, 2005*).

Headline date: Year 7 2006 Cohort (176 test) – see individual scores for more detailed breakdown (Appendix)

Reading age below 11 years on entry - 71% of pupils (125 pupils)

Reading age below 10 years on entry - 64% of pupils (112 pupils)

Reading age below 9 years on entry - 49% of pupils (79 pupils)

The SRA Corrective Reading Programme (McGraw Hill) was selected as the main literacy intervention model, implemented from September 2006, after consultation with experts: LEA literacy consultant, Heads of English, Advisers, SLT and a visit to another school delivering an accelerated reading programme.

The programme which has a proven record of success in raising literacy has several distinctive features:

- **Direct instruction** methodology
- **Tightly scripted format** of the lessons, which does not necessarily require a specialist English teacher
- Designed to be taught in **small groups**
- **Reward system** based on points built into programme and easily linked to school reward system and incentives scheme builds esteem

Term 1-2 2006: *Implementation*

Placement

The corrective reading placement test and NFER standardized reading test were used to place students in small groups:

Six fortnightly lessons were given to 7y, 7x and 8x

Three fortnightly lessons were given to 8y

Two fortnightly lessons were given to 9x and 9y

Training

Ten teachers and ten TAs were initially trained to deliver the programme in several sessions in July 2006 and September 2006. A second group of four TAs, two teachers and all cover supervisors were trained from October-December 2006 and are confident to deliver all levels of the course. TAs have a one hour fortnightly training and coaching session. The schedule so far has covered:

- Presentation using video of excellent in-school practice to reinforce accuracy of delivery procedures
- 'Behaviour for Learning' training
- Paired lesson role-play and feedback

Year 7 Parents Evening November 2006

Parents gave very positive feedback about the noticeable impact on their child's confidence, concentration and literacy skills and were very appreciative of the extra literacy support the school was offering.

Student Questionnaire November 2006

The questionnaire evaluated student perception of the benefits of course

Across all groups:

79% said that they enjoyed their lessons

83% said that lessons had improved their reading

80% thought that the lessons had improved their listening skills

81% said that the lessons had improved their spelling

79% said that their thinking skills had improved

85% said that the lessons had helped them in other subjects

Teacher Assessments

Staff were asked to assess students for attitude, attendance and progress at end of term 1. They will give each student a progress grade in term 4 and repeat the assessments at the end of term 6.

Reward Workshop

The 60 most deserving students attended workshops with local writer Katherine May, funded by the Specialist Schools Curriculum Budget. The event reinforced the reward culture which is built into the Corrective Reading programme and was aimed at encouraging positive behaviour.

Term 3 2007 Monitoring and Evaluation

NER Reading Test January 2007

Students in 7y and 7x were tested in January 2007 six months after their entry test and **after four months of tuition:**

- 80% of students had an improved reading age
- 79% of girls had an improved reading age
- 82% of boys had an improved reading age
- Average reading age improvement for girls was 1 year
- Average reading age for boys was 1 year 1 month
- Students in the 2 lowest ability groups (7X2 and 7x Li2) made the least average progress (7 months and 9 months)
- Students in the highest ability group (7Y1) made the next lowest progress (9 months)
- Groups taught solely by TAs achieved the same level of improvement as parallel groups taught solely by teachers
- The variation in progress between groups was 17 – 7 months

Terms 4 – 6 2007 Further Monitoring and Evaluation

- Continue to develop the reward culture by arranging a Celebration Evening for students and parents with certificates prizes and readings.
- Further detailed analysis of reasons why individual students did not improve reading level and explorations of other interventions to support them
- Extra investment in Corrective Reading stock as students progress to the next levels of course
- Repeat NFER tests in July to measure progress at 12 monthly point.
- Questionnaire on staff perception of the course.
- Write full analysis of intervention and publish on Specialist Trust website.
- Use conclusions to inform delivery of intervention for 2007 -8.