



## Research & Development Impact Report

### Developing Reading: a multi-strategy approach

#### 'Leaders must be commended on the reading culture established in the school'

When listening to pupils from these groups read it is evident that they take on a challenging text with a variety of strategies at their disposal and have a desire to succeed. This is underpinned by a fundamental enjoyment of reading.

OFSTED 2017

*When I am in the library it's really quiet and I like the book so much I don't want to stop.*

Shemai-Lee, Year 5

#### Who might find this research useful?

- Primary schools looking to develop reading; particularly those using the Read, Write Inc. and Accelerated Reader programs

#### For further information please contact:

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# Research & Development Impact Report

## Developing Reading: a multi-strategy approach

Project Participants	Louise Nichols (Executive Headteacher) Matthew Shapland (Associate Headteacher) Marc Thompson (Deputy Headteacher) Janne Cornish (English Specialist Leader of Education) Ellie Abel (English lead) Selin Hassan (AR teacher/ Librarian)	Phase(s)	EY/ Pri/ Sec/ Spec/ FE/ All
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### School context relevant to this research:

- Mandeville Primary School lost its Head and Deputy in March 2015 and the current Executive and Associate Headteachers came to the school in April 2015.
- Mandeville serves a diverse school community with 50% EAL and 60% PPG children

### Starting point(s)/ Baseline evidence:

- In 2015 reading at Mandeville was taught through Read Write Inc. (RWI) and Accelerated Reader (AR).
- A number of children were significantly behind in reading and had repeated the RWI program, although this had proved ineffective the first time
- The Accelerated Read Program was used in a mechanistic way in which the aim of reading was completion of a test. AR sessions took place in an ICT suite where the focus was clearly on the computer test aspect rather than engaging with a whole text or reading as a pleasurable activity.

### Key R&D question(s)

- How can we teach children to read in a way which both improves standards and is engaging and based on experience of whole texts?
- How can we develop children's interest and pleasure in reading to encourage life-long readers?

### Is this developing the findings of existing research evidence?

- While teaching reading through synthetic phonics has research evidence to support it and has been incorporated into the requirements of the new National Curriculum. Some question the over reliance on this approach. Professor of Children's Literature, Michael Rosen has written extensively about the need for reading as an engagement with meaning and Lyle (2014) provides an overview of the limitations of a sole focus on this approach.
- There is significant research that Accelerated reader does not provide a complete reading program. In particular there are concerns identified that it is solely extrinsically motivating and does not lead to engagement with texts as interesting or motivating in itself but reduces reading to an activity with a specific objective (passing a quiz) Krashen (2003), Huang (2012). The EEF study (2015) found that AR was effective as a catch up intervention and also noted that a key factor in its success was a well-stocked library with a large collection of books. This study was not able to address the issues of AR developing life-long learners (as it claims) and suggests this as an area for future study.

### Intended successful outcomes

- Increased experience of 'real' text
- Engagement with reading as an intrinsically interesting activity
- Developing pleasure in reading
- Supporting children who do not learn to read effectively through synthetic phonics
- Improvement in attainment in reading

### Success criteria/ Impact measures

- Reading outcomes
- Positive engagement and 'love of reading' across the school
- Intrinsic motivation in reading evident

### Summary plan of action – leadership roles in this

- Implementation of Power of Reading scheme based on complete texts to be read in each year group
- Daily supported reading to be introduced in Year 1 and 2

- Library to be redeveloped to focus on a reading area rather than an ICT suite
- Development of the library as a reading space which is attractive, engaging and interactive.
- Training for TAs to support children in reading during the weekly AR lesson
- Destination Reader introduced across kS2 and phase into year 2.

#### **Initial timescale**

Power of Reading was introduced in September 2015

Destination Read introduced in January 2016

Daily Supported Reading introduced in September 2016

Library redeveloped in Autumn 2016. Art works installed (created with children ) in Autumn 2016

TA training Autumn 2016

#### **Initial resource allocation (human, material and financial)**

Budget for library redevelopment and purchase of Power of Reading books

Budget for destination reader training and purchase of book packs

Training for librarian and TAs by Deputy Headteacher

SLE (Specialist Leader of Education) support in implementing Power of reading and Daily Supported Reading. Time for Year 1 teachers to observe in partner school

Purchase of Home/ School reading books

#### **Other points to note**

##### **Ofsted (2017) comments on the development of reading**

Leaders must be commended on the reading culture established at the school. The opportunity to develop and apply reading skills is consistent across a range of subjects. Displays around the school celebrate achievement and promote age-appropriate reading. The improved range of reading resources available to all pupils provide regular opportunities to read for pleasure. High-quality, challenging texts across different genres engage as well as motivate boys and disadvantaged pupils in reading. When listening to pupils from these groups read it is evident that they take on a challenging text with a variety of strategies at their disposal and have a desire to succeed. This is underpinned by a fundamental enjoyment of reading. Evidence in pupil reading albums demonstrates the rapid progress boys and disadvantaged pupils have made during the current academic year. Assessment information shows that these groups are beginning to catch up. The pupil premium grant is used effectively by leaders to support reading for disadvantaged pupils currently at the school. Support provided by additional adults in reading is having a positive impact on accelerating progress in the majority of cases. Leaders invested in training to make staff effective in the teaching of reading. Priority was also given to enriching the range of reading resources available to pupils. Leaders' actions were prompt and effective. Leaders have a sharp focus and strong commitment to realising improved outcomes in reading for boys and those who are disadvantaged.

## Progress and Impact Review [April 2017]

### Visible Actions completed

- Library redeveloped
- Power of Reading in embedded in years 1-6
- Destination reader timetables for daily lessons in KS2 and for identified children in year 2
- Daily supported reading in place in year 1 and 2
- TA training for reading lesson

### Outcomes to date (*refer to data, intended outcomes and success criteria*)

#### *Our judgement of the initiatives*

Our judgement is that children's experience of reading at Mandeville has qualitatively changed. Children now engage with complete texts during English lessons and are motivated to read in the new library space. Here they can sit comfortably and read from a range of books and newspapers and AR Books. More challenging books have been purchased to support meeting new NC expectations. TAs and noticeably more involved in reading lessons and are pro-active in helping children to choose more challenging books. Destination reader has had a major impact in the way in which children engage with and discuss textual issues. This has also had an impact in other subjects as children are using language stems learnt in Destination Reader across the curriculum.

KS1 SATS in 2016, 83% of children were at AE with 31% at GDS. KS2 results were lower (60%). This was the first year of assessment in the new NC and, while this result was not as high as we had hoped, it was not significantly below national average and higher than other schools in the borough. It is then conceivable that the reading initiatives had a positive impact on children in upper KS2.

#### Analysis

OFSTED Inspected Mandeville as part of a one day inspection in January 2016. Reading represented two of the three key lines of enquiry (boys' reading and PPG reading). OFSTED noted:

Leaders must be commended on the reading culture established at the school. The opportunity to develop and apply reading skills is consistent across a range of subjects. Displays around the school celebrate achievement and promote age-appropriate reading. The improved range of reading resources available to all pupils provide regular opportunities to read for pleasure. High-quality, challenging texts across different genres engage as well as motivate boys and disadvantaged pupils in reading. When listening to pupils from these groups read it is evident that they take on a challenging text with a variety of strategies at their disposal and have a desire to succeed. This is underpinned by a fundamental enjoyment of reading.

#### Evaluation

This is very pleasing progress and positive that OFSTED noted the engagement and positivity around reading. Reading at Mandeville remains weaker than Maths, judged by SATs result 2016 and this remains a key area for us to improve further.

### What next? / Wider learning

- Improving reading for specific groups (boys)
- Track progress over a longer time to assess the impact of early initiatives in KS2
- Continuing to develop reading at higher levels to meet new NC expectations
- Maintenance of the initiatives with shrinking financial resources due to planned school funding changes

### References

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A range of Michael Rosen's comment pieces can be found at: [http://www.michaelrosen.co.uk/foradults\\_byme.html](http://www.michaelrosen.co.uk/foradults_byme.html)

Mandeville OFSTED report January 2017  
<http://www.mandeville.hackney.sch.uk/page/?title=OFSTED&pid=28>

Matthew Shapland June 2017