

Priorities

- The school data showed that the whole school is above the national average apart from Stage 1 SEND and Pupil Premium (PP) boys who don't do as well as they should
- The School Development Plan aimed to improve literacy standards and progression by promoting e-literature, with particular emphasis on especially PP and SEND stage 1 boys

The Project Objective:

- To introduce e-reading books through the use of iPads in Guided Reading (GR) sessions

Success Criteria:

- Improve attitudes towards GR and e-literature
- Improve progress in reading
- Increased engagement and enjoyment of reading



Next Steps

- Communicate outcome of project to the Governors, staff and parents
- Create an implementation plan to roll out e-literature GR across the school
- Train support staff and teachers on how to run an e-literature GR session thereby developing their Computing skills

Areas for improvement

- Communicating earlier, especially key members of staff to ensure buy-in and engagement
- Negotiating with children and staff regarding negative attitudes
- Work collaboratively with teachers to identify best whole-school approach e.g. timings, appropriate reading level and groups of children to target etc.
- Tackle discrepancies between classes – liaise with Literacy Co-ordinator to monitor and implement best practice
- Resolve technological difficulties - liaise with ICT Manager

Raising standards in reading through the use of technologies in Guided Reading

Initial Data (from reading and intervention data from teachers and questionnaires from teachers, pupils and parents in January 2017)

- 236 Year 1 to Year 4 pupils incl. 8 PP boys & 32 SEND stage 1 boys
- All classes run guided reading sessions each week
- 4 of the 12 teachers had run iPad GR sessions before
- Concern was raised from teachers that iPads should not replace real books for GR
- Initial data was reviewed and fed back to the Senior Leadership Team (SLT) including Literacy Co-ordinator
- SLT support for project secured
- Research on e-literature available at the school with the ICT Manager – Oxford Owl and Serial Mash using previously secured software Purple Mash and hardware in iPads



- Reading level 3 – 5
- Year 1 Phonics Score 16 – 28
- 5 of the 7 boys enjoyed reading and 1 didn't
- 5 of the 7 boys really enjoyed GR and 1 didn't

Leading the Improvement Plan

- The project was agreed to be implemented with a **pilot group of 7 Year 2 boys**, all SEND stage 1 and including 2 PP

The Pilot:

- iPad GR sessions were run twice a week for 5 weeks (Feb. – March) with the 7 boys focusing on the following targets:
- to improve motivation and enjoyment of GR
- to improve word reading by de-coding and blending
- to improve comprehension



The Year 2 class teachers and Mid-day Supervisor were engaged and an additional teacher was influenced to run half of the sessions in her own time and trained accordingly

My strengths

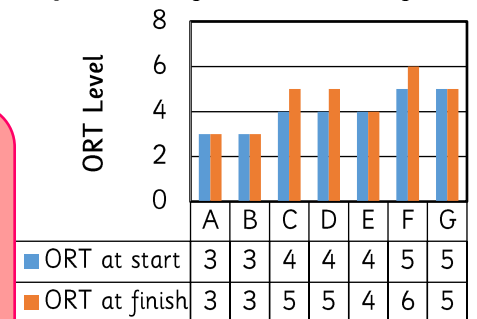
- Producing actual whole school data on reading levels leading to:
 - highlighting of gaps to ensure more focussed interventions by the Senior Leaders including the SEND Co-ordinator
 - moderation of reading across year groups resulting in clearer reporting on reading levels
- Relationship building with staff ensured responses to requests for information and colleague volunteering extra hours
- Delivered the project as requested by the Head Teacher
- Computing skills leading to increased iPad use across the school to ensure value for money

Impact Analysis

- The boy who didn't like GR before the pilot improved his attitude towards GR as he engaged well and really enjoyed using the iPads although he still doesn't enjoy reading because he thinks he's not very good
- 71% of the boys improved their phonics screening score, 4 out of 7 passed including both PP pupils
- 43% of the boys' reading levels improved (all from one class)

- 29% passed KS1 SATS Reading Assessment
- All 85 or above

Oxford Reading Tree Level Change



Phonics Score Change

