

## **KS2 Reading Fluency Project Autumn Project Summary**

### **Project Aims:**

The project aims to increase the number of pupils achieving the Expected Standard (EXS) in the KS2 reading test at the end of KS2 in 2018. The autumn round of the project targeted year 6 pupils who passed the phonics test in KS1; who achieved a 2a/2b at the end of KS1 in the reading test and who were not on track to meet the EXS at the end of the key stage. Participating schools selected 6 pupils who met this criteria to work with over an 8 week period.

### **Project Design:**

The project aimed to rapidly improve the trajectory to EXS through a combination of the following approaches: modelled fluent reading of texts comparable to the hardest texts in the KS2 test; echo reading; text marking; repeated re-reading and effective small group guided reading. Teachers were asked to facilitate two small-group reading sessions for these pupils each week, each session lasting 20 minutes: session 1 included teacher-led modelled fluent reading, alongside interspersed echo reading, ending with a performance read; session 2 followed a traditional guided reading session with time for high level discussion generated from question stems that reflected the structure and wording used in the KS2 test.

Teachers and subject leaders (SLs) were supported to fully understand, develop and hone the project strategies during a whole day launch at the start of the project. Schools also received a half day mid-project visit where the allocated Teaching & Learning Adviser worked with the teacher in their school setting to plan and deliver an echo reading session and reflect on its impact, as well as discuss and resolve any issues that had arisen as a result of the project up to that point. Teachers and SLs also attended a twilight session midway through the project where further guidance was given on effective delivery of small group guided reading. The project concluded with a final half day cluster session where teachers and SLs were given time to reflect on the effective elements of the project and consider how these might be used to support progress for pupils in the class, and across the school. Further support was provided through on-going email correspondence and a closed Facebook group, which proved particularly effective for sharing top tips and great text choices.

### **Data set:**

156 pupils from 20 schools took part in the autumn project. The impact of the project was measured both qualitatively – through collection of teacher testimonial describing the impact on individual pupils' reading ability – and quantitatively – through the use of a standardised reading comprehension test (the York Assessment of Reading Comprehension). Observations of pupils reading before and after the intervention were also used to judge impact.

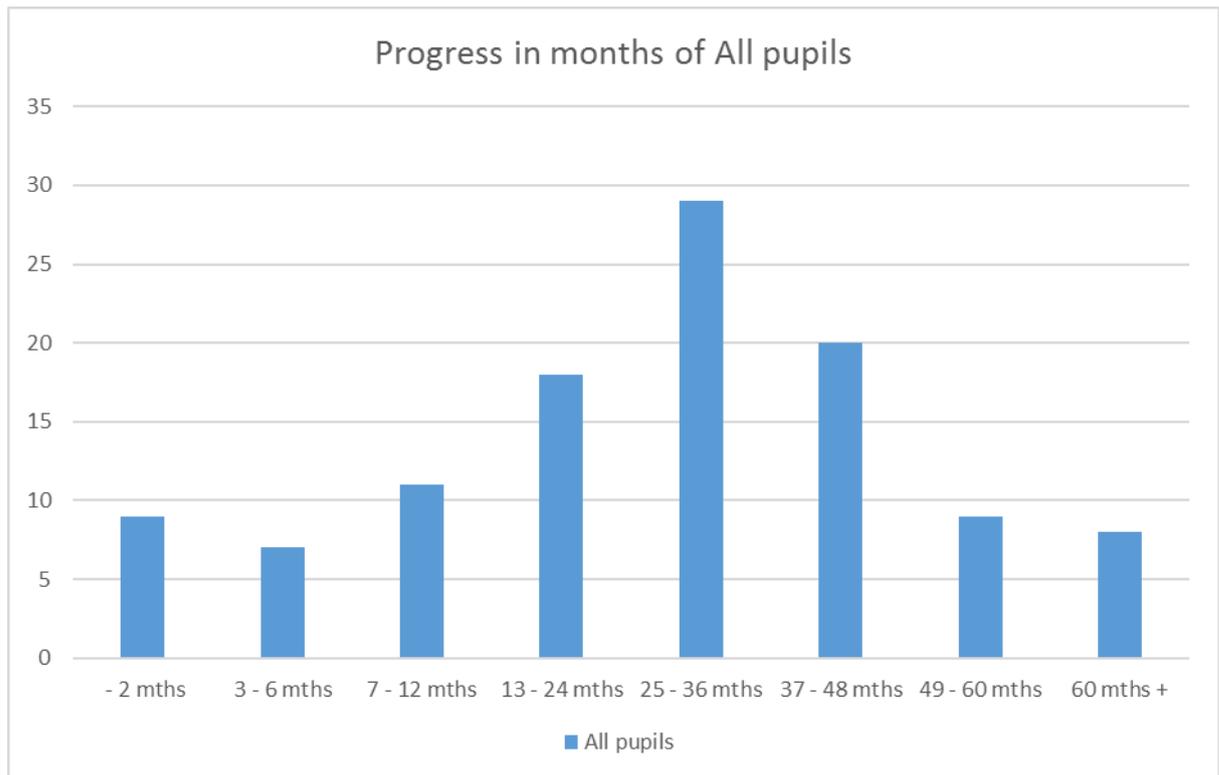
### **Qualitative Data:**

Analysis of pupils reading texts before and after the intervention showed the following changes in reading style and demeanour. Before the echo reading input, children often demonstrated a staccato reading style where each word on the page was read in isolation from the rest of the phrase/sentence; often the pupil showed little or no regard for overt punctuation (running through full stops, or not pausing for commas); often pupils missed words – or on occasion – whole lines from the text and did not pause to self-correct; pupils showed a lack of stamina, often deteriorating in their reading accuracy as the reading task continued; many pupils read in a monotone fashion, adding little variation to their volume, pitch or tone. Following this read, many pupils showed an unwillingness or inability to answer questions about the text, often answering with ‘I don’t know’. Post intervention, often the most marked change was the child’s willingness to self-check during reading: pupils went back if a word was missed, or read it again in a more meaningful and appropriate way. Pupils demonstrated more variety to their articulation, showing greater variance in pitch, tone and volume. Most notably, children read words in phrases or meaningful chunks, rather than each word in isolation. Demeanour also changed for some pupils: they sat straighter; some pupils could be observed tapping out sentence rhythms as they read – even breathing appeared less laboured for some. The vast majority of pupils showed a much greater willingness to have a go at answering questions about the text after the echo reading session. Many could back up their answers by locating information in the text with greater ease and precision.

### **Quantitative Data:**

In addition to the qualitative data, quantitative data was collected through the YARC (York Assessment of Reading for Comprehension) test. Complete YARC data sets were analysed for 111 pupils. The YARC was used to measure the impact on reading comprehension from start to end point in the project and measured comprehension on cold, previously unseen texts.

NB. 17 data sets were incomplete. In addition to this number, 28 pupils did not meet the data analysis criteria stipulated by HfL at the start of the project (the criteria stated that pupils’ data would not be included in the final analysis if they scored within the age range for year 6 pupils on the first YARC test e.g. if the test judged them to have a reading age of 10 years before the 8 week intervention. Where this was the case, teachers were advised that the YARC test might not show significant increase in reading comprehension as they were already judged to be working within their age range. In all cases, the teachers chose to keep these children on the project as they had already begun to see improvements in their reading after just a few sessions).



<b>Progress in months of ALL pupils</b>	
<b>Progress in months:</b>	<b>No. of pupils</b>
2 months or less	9
2 – 6 months	7
7 – 12 months	11
13 – 24 months (1 - 2 years)	18
25 – 36 months (2 – 3 years)	29
37 – 48 (3 – 4 years)	20
49 – 60 (4 – 5 years)	9
More than 60 months (5 years +)	8

86% made 7mths+ progress following the 8 week project period.

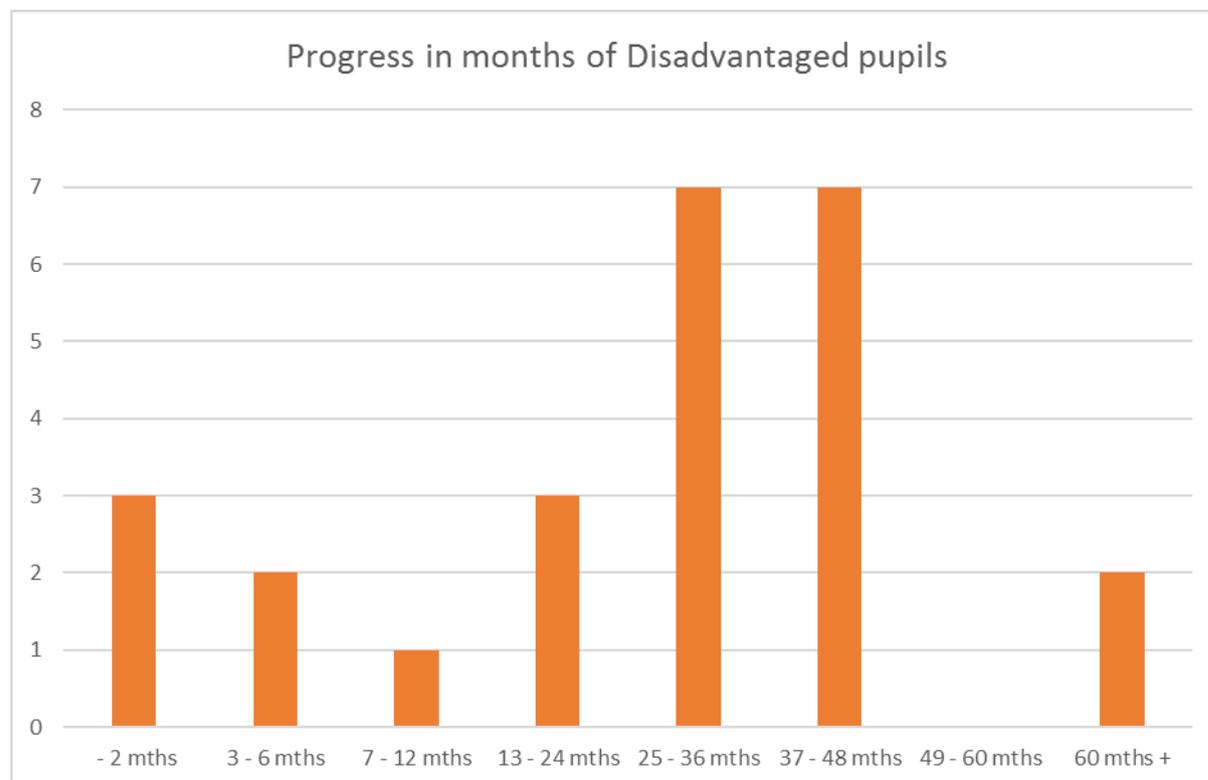
Out of the 9 pupils who made 2 months or less progress, 4 pupils were from the same class in the same school and it appears that test delivery may have contributed to their unusual data set. The other 5 pupils within this category represented individual cases across the remaining 19 schools. During the final cluster, teachers were asked to reflect on the characteristics of these pupils to unpick why the project strategies did not appear to benefit them. Most of the teachers felt that these pupils reading had improved, despite this not being reflected in the YARC data.

### Disadvantaged Data:

Data on PPG status was collected for 79 pupils.

Of that number, 64 pupils were eligible for the YARC data analysis (see NB above).

25 pupils were listed as PPG; 39 pupils were listed as non-PPG.

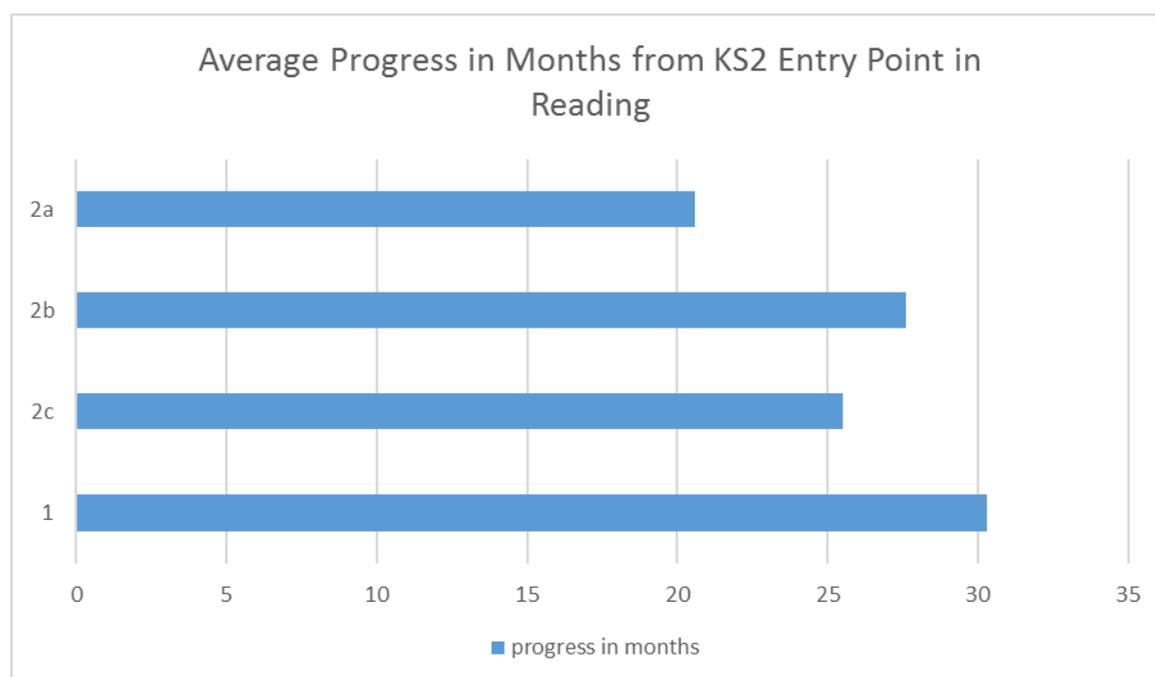


<b>Progress in months of ALL pupils</b>	
<b>Progress in months:</b>	<b>No. of pupils</b>
2 months or less	3
2 – 6 months	2
7 – 12 months	1
13 – 24 months (1 - 2 years)	3
25 – 36 months (2 – 3 years)	7
37 – 48 (3 – 4 years)	7
49 – 60 (4 – 5 years)	0
More than 60 months (5 years +)	2

The average progress for PPG pupils on the autumn project was **29 months**.

The average progress for non-PPG pupils on the autumn project was **22 months**.

### Progress from KS2 Starting Points:



KS2 entry level data in reading was collected for 66 pupils.

Pupils entering KS2 at level 1 in reading made on average the most progress across the 8 week period.

KS2 Reading Level Entry Data	No. of pupils
2a	8
2b	40
2c	12
1	6

In light of this data, the criteria for inclusion in the project has been adapted for the spring round, to include Level 1 starters.

#### Further analysis:

This project yielded more data than has yet been analysed. We intend to explore the data in further detail and offer insights into impact on gender (gender data was not collected for this round but will be collected during the spring project, and may be collected retrospectively for the autumn participants). The YARC test also gives impact data on reading rate and accuracy – we intend to explore the impact on these measures in more detail as it seems that accuracy improved for most pupils. In the spring round, we also intend to compare the number of ‘don’t know’ responses to comprehension questions given before the start of the 8 week teaching period, and after the teaching period.

## **Teacher Testimonial:**

During the final cluster, teachers were asked to reflect on the effectiveness of the project, and consider what they would say to colleagues about it:

*This project allows children to become engaged and excited about texts (many for the first time). This leads to greater confidence, understanding and progress!*

*This project has made a measurable impact on children's reading comprehension but, perhaps more importantly, I have seen children's confidence and enjoyment of reading grow.*

*Something has 'clicked'. The children get it now.*

*Pupils absolutely loved this project and made incredible progress. For me, it was invaluable CPD that has improved the teaching of reading for all children in my class.*

*Will change the way you teach reading!*

*It got reluctant readers enthusiastic.*

*Reignited reading!*

*It works!*

We are currently taking expressions of interest for the summer round, which will focus on improving the trajectory to EXS for pupils in year 5, in readiness for entering year 6. To express an interest in being part of the project, please contact the project lead:

**Penny Slater** ([penny.slater@hertsforlearning.co.uk](mailto:penny.slater@hertsforlearning.co.uk))

Currently, we are only able to include schools in the project who are able to attend the CDP sessions at Hertfordshire Development Centre in Stevenage. However, we are working hard to find a way to take the project to schools around the country. We are confident that we will be able to welcome all schools onto the project from September 2018 and are keen to take expressions of interest.

### Project advisers:

Sabrina Wright

Michelle Nicholson

Kathy Roe

With thanks to the autumn project participants from the following schools:

<b>Ashfield Junior School</b>
<b>Dundale Primary &amp; Nursery School</b>
<b>Knebworth Primary and Nursery School</b>
<b>Grange Junior Mixed School</b>
<b>Highwood Primary School</b>
<b>Meryfield Community Primary School</b>
<b>Pixmore Junior School</b>
<b>St Peter's CE VA Primary School</b>
<b>Bonneygrove Primary School</b>
<b>Yorke Mead Primary School</b>
<b>Bromet Primary School</b>
<b>St Meryl School</b>
<b>Wareside CE Primary School</b>
<b>St Cuthbert Mayne Catholic Junior School</b>
<b>Shepherd Primary</b>
<b>St Joseph Catholic Primary School</b>
<b>St John's Catholic Primary School</b>
<b>Millbrook Primary School</b>
<b>Mandeville Primary School (St Albans)</b>

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