

RRF Conference 2008

Saying "NO!" to Waste

e-mail: marlynnne.grant@allthegrants.com



Studies following children to the end of their Primary Education

House of Commons Education and Skills Committee
Teaching Children to Read, 2005 (page Evidence 125)

- Scotland Johnston and Watson
- England Grant

These studies showed better short and long term results than NLS

Teaching of Literacy

■ 1970s

sight words, look and say,
Breakthrough to Literacy,
phonics through graded readers

■ 1980s

whole language, paired reading
“learning to read as easy as learning to speak”
teacher as facilitator -magic lines

Reading failure - misery;

Instructional Theory of Dyslexia;

More children labelled dyslexic

Instructional dysfunction

■ 1990s

analytic phonics, synthetic phonics,
paper to Elected Members, NLS

■ 2000s

synthetic phonics research and
programmes; Rose Report 2006

■ 2008

Sutton Trust reported - “during 70s/80s
social mobility flattened off - key is
education-raising aspirations from beginning”²

Synthetic Phonics Programme

Its greatest strengths are:

- 1. The Snappy Lesson: structured lessons & plans - tell you clearly what you need to do; all essentials in single lessons*
- 2. The simplicity of the phonic progression.*

Combined with:

- 1. Decodable texts - independent reading, reading fluency, comprehension*
- 2. Modelled writing, structured writing activities - independent writing*

■ *"cheap and easy to use ...economical"*

Child Brain Development- MRI Scans

- Peak critical period for synapse development - between 4 to 5 years
- Mixed reading strategies - wrong neural circuits developed - resembling dyslexic brains
- SP type intervention changes brain activity of dyslexics so brains behave like normal readers

Phonics for SEN/ASD/Dyslexia

- SEN/ASD/Dyslexia do well with synthetic phonics:
- Logical, sequential, predictable and everything explicitly taught
- Good for their interaction in a group
- Kinaesthetic and visual supports

Reception Research at Large Primary School

End of yr: av gains above chronological age

Reception	Pupil nos.	Reading	Spelling
Summer 1997	66	+ 6m	+ 6m
Summer 1998	90	+ 12m	+ 17m
Summer 1999	85	+ 17m	+ 18m
Summer 2000	86	+ 16m	+ 18m
Summer 2001	84	+ 16m	+ 18m
Summer 2002	89	+ 15m	+ 16m
Summer 2003	88	+ 15 m	+ 15 m
Summer 2004	86	+ 15 m	+ 15 m

Fine Grained analysis of Reception results revealed:

- No gender gap
- No summer birthday gap
- No social class effect
- No EAL effect

Teaching was more powerful than these
barriers to learning

Early Intervention Snappy Lesson

Jan. of Rec.: whole cohort 12m ahead of CA

Small numbers of pupils: No score

3xwk-15 min during Registration-small group

Reception Pupils	January		June	
	Reading	Spelling	Reading	Spelling
2000 8 pupils	No measurable scores		+ 5 months	+ 9 months
2001 4 pupils	No measurable scores		+ 8 months	+ 12 months

On-going Intervention

- Strugglers/movers-in
- Simple Assessments and Placement Tests
 - ◆ Quick and easy to use
 - ◆ Yield vital information about:
 - Phonic knowledge and skills
 - ◆ Provide start point for the program. at any age
- Need - more **intensive and frequent** structured teaching - teaching the essentials of what they need to know, **not something different**
- Core Materials non-age specific:
 - ◆ Structured SL - through prepared Lesson Plans
 - ◆ +support to apply to classroom-Bridging the Gap

Longitudinal Research

SATs results at Large Primary School

Summer 2003

		Girls		Boys	
KS1	<i>Reading</i>	Level 2 +	95%		
		Level 2b +	88%		
		Level 3	40%	40	39
	<i>Writing</i>	Level 2 +	95%		
		Level 2b +	88%		
		Level 3	31%	35	24
				L. A. (20)(8)	

		Girls		Boys	
KS2	<i>English</i>	Level 4 +	89.4%	90.9	87.9
		Level 5 writing	27.3%	21.2	33.3
				L. A. (19.4)(9.5)	

Longitudinal Research (contin.)

KS2 English SATs

Summer 2004

	L 4+	L5	L3	Below 3b	L2 and below
Primary School	94%	65%	6%	0%	0%
LA	82%	29%			
Similar schools	80%	28%			
England	77%	26%	15%		7%

LA Wave 3 Interventions using Sound Discovery®

Norfolk CC Trial 2003	BANES LA Trial 2004	Norfolk CC Trial 2005	Wiltshire CC Trial 2008
<ul style="list-style-type: none"> ■ From YR-Y6 ■ 17 pupils, 1 school ■ Vertical grouping ■ 10 weeks <hr/> <p>■ Av Ratio Gain: Reading: <u>3.8</u></p> <p>Spelling: <u>2.7</u></p>	<ul style="list-style-type: none"> ■ Year 3 ■ 18 pupils, 4 schools ■ 20 weeks <hr/> <p>■ Av Ratio Gain: Reading: <u>3.3</u></p> <p>Spelling: <u>1.1</u> 25% pupils <u>1.3 - 2.9</u></p>	<ul style="list-style-type: none"> ■ From Y2-Y8 ■ 47 Pupils, 13 schools ■ 12 weeks <hr/> <p>■ Av Ratio Gain: Reading: <u>1.8 - 5.3</u> 66% pupils <u>2 - 8</u></p> <p>Spelling: <u>1.4 - 3.2</u> 56% pupils <u>2 - 4.7</u></p>	<ul style="list-style-type: none"> ■ From Y3-5 ■ 46 Pupils, 15 schls ■ 3-4 months <hr/> <p>■ Av Ratio Gain: Reading: <u>3.7</u> 65% pupils <u>2 - 10</u></p> <p>Spelling: <u>1.9</u> 50% pupils <u>1.4 - 7.3</u> 60% pupils <u>2 or above</u></p>

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