



BATH & NORTH EAST SOMERSET

**Wave 3 Literacy Intervention Programme
Sound Discovery
Paired Reading
Supported Writing**

**A Report of the Wave 3 Literacy Intervention Trial
In Four Bath & North East Somerset Schools
Spring & Summer 2004**

**Mary Adams
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WAVE 3 LITERACY INTERVENTION PROGRAMME EVALUATION REPORT

Background

During the summer and autumn of 2003, the School Improvement Service and the Learning Support Team agreed to trial a Wave 3 Literacy Intervention Programme with Y3 children who were falling well below the expected levels in literacy. The School Improvement Service identified four schools.

Three “waves” of literacy support

The DfES describes effective literacy provision in terms of three “waves” of literacy intervention:

Wave 1 - The effective inclusion of all children in a daily and high quality literacy hour.

Wave 2 - Additional small group intervention for children who can be expected to catch up with their peers as a result of the intervention.

Wave 3 - Specific targeted approaches for children identified as requiring SEN support (on School Action, School Action Plus or with a Statement).

Successful intervention at Wave 3

The DfES states that it is not unreasonable to expect twice the normal rate of progress, that is a ratio gain of 2. A ratio gain of 1.3 or above is significant.¹ The ratio gain is the number of months of reading or spelling age divided by the number of months in which those gains were made. However, in addition to the ratio gain any intervention must be manageable and a good use of resources.

In addition to the ratio gain, we wanted to know:

- if the training and support was adequate to increase confidence of schools.
- how easy was it for schools to manage all three parts of the programme
- if the intervention could remove barriers to learning for children with a wide range of SEN
- how best to disseminate what we have learnt from the intervention programme in order to benefit other schools and other children.

¹ See guidance in DfES leaflet 0201/2003 “*Targeting support: choosing and implementing interventions for children with significant literacy difficulties*” based on the advice contained in *What works for children with literacy difficulties?* (DfES research report 380), Greg Brookes

Schools were advised of the following benefits of taking part in the intervention

For children – to improve their ability to read, write and spell and so to have greater access to the curriculum, increased independence as learners and enhanced life chances.

For schools – to be able to target resources where they will have most impact on promoting inclusion and raising attainment for children with significant literacy difficulties

For SENCOs - to be able to manage and deliver an effective Wave 3 intervention for literacy which improves the rate of progress and removes barriers to learning for the identified children.

For class teachers – to be more adept at responding to the diversity of needs in today's classrooms by being able to embed work on phonological skills within a broad approach.

For Learning Support Assistants – to gain knowledge, skills, experience and confidence in delivering the Wave 3 intervention.

For parents/carers – to improve their sense of partnership with all those involved in their child's learning in achieving the common aim of raising literacy standards.

The Roles of Key Players

Role of the School Effectiveness Team

- to identify suitable schools
- to approach Head Teachers, invite them to participate and outline the school's commitment
- meet with the Wave 3 Liaison Group

Role of the Learning Support Team

- advice to schools on identification of children
- provide training to school staff
- monitor progress on a regular basis
- coach school staff
- model Snappy Lesson, paired reading and supported writing structure
- teach Snappy Lesson fortnightly in each school
- meet with Primary Strategy Adviser and provide updates on progress to the Wave 3 Liaison Group

Role of the Psychology Service

- to advise on the use of tests
- to calculate the ratio gain at the end of the intervention
- to contribute to the review session and to interim updates with Primary Adviser
- meet with the Wave 3 Liaison Group

Role of the schools

- identify staff to take part
- identify Y3 Wave 3 children
- send relevant staff to attend training sessions
- SENCO to monitor the programme within the school
- provide LSA with time to prepare the Snappy Lesson resource material
- deliver the intervention of:
 - 3 Snappy Lessons per week
 - ½ hour cross curricular supported writing session weekly
 - five ten minute paired reading sessions per child weekly
- complete evaluations of training and Intervention Programme

The Children

- 18 children in total were identified by the four schools
- Castle School identified 5 children
- Farmborough School identified 4 children
- Keynsham Primary School identified 2 children
- St Michael's School identified 7 children
- During the course of the intervention one child left Keynsham and one child left St Michael's
- Four of the children had Statements of SEN, two were on School Action Plus and the rest were on School Action of the Code of Practice
- The children's SEN were varied and were due to learning difficulties, social circumstances and physical difficulties
- The group included a child for whom English was an additional language, a child with a cleft palate, a child with oral dyspraxia and a child on the Autistic spectrum. It included several children with dyslexic difficulties as well as children with moderate learning difficulties

The Intervention Programme

The Learning Support Team was already using Sound Discovery with individual children with entrenched literacy difficulties and achieving considerable success. Therefore, Sound Discovery was suggested as the core of the intervention programme. It was further suggested that supported writing and paired reading be included in the intervention.

Time scale of the intervention

- two pre intervention training sessions in November for SENCOs, class teachers and LSAs
- preparation of the Snappy Lesson resource materials in December
- identified children were assessed in January prior to the start of the monitored intervention
- mid-intervention training session in February
- 20 week intervention ended in June and children were reassessed
- final training session September gave an opportunity to study the data from the post intervention assessments and to reflect and evaluate

Sound Discovery

Sound Discovery is a synthetic phonics programme developed by Educational Psychologist Dr Marlynne Grant. It is suitable for first time teaching and for intervention. The children are taught grapheme-phoneme correspondences and the phonological skills of blending and segmenting, and are taught how to use their code knowledge to read and write. The programme is delivered through the Snappy Lesson and integrates phoneme, word and sentence level work using multi-sensory methods. The programme is structured and cumulative with built in revision and repetition and an emphasis on pace. Sound Discovery is very adaptable and can be delivered by trained Learning Support Assistants. The materials are reasonably priced.

Schools were asked to deliver three "Snappy Lessons" each week. Resource materials in the form of individual "Snappy Lessons", notes on delivery and checklists on progress were given to each school to be prepared by the Learning Support Assistants. Additionally Sound Discovery Fold-It books and Sound Discovery Texts for Reading, Dictation and Comprehension were given as optional additional materials.

The teaching framework of Sound Discovery is divided into seven steps. Step 1 is based on the letters of the alphabet and step 2 introduces the consonant and

vowel digraphs. It was anticipated that the children would cover all of step 1 and some of step 2 by the end of the intervention.

The Snappy Lessons were delivered outside the classroom where the children, who invariably had difficulties with attention and staying on task, had distractions minimised and were able to hear the phonemes being taught.

A list of words to blend and segment at each sub-step of the programme was given to the class teachers so they would know which words the children could be expected to read and spell independently as they progressed through the programme. This was one way in which the intervention was mapped onto classroom practice.

Cross curricular Support for Writing

Learning Support Assistants were provided with a structure to follow when supporting cross-curricular writing. The structure primarily followed the key features of shared writing as published in the DfES National Literacy Strategy Guidance:

Developing early writing

Grammar for Writing

The key features of the writing structure were also closely matched to the Sound Discovery modelled approach to writing.

The structured approach involved:

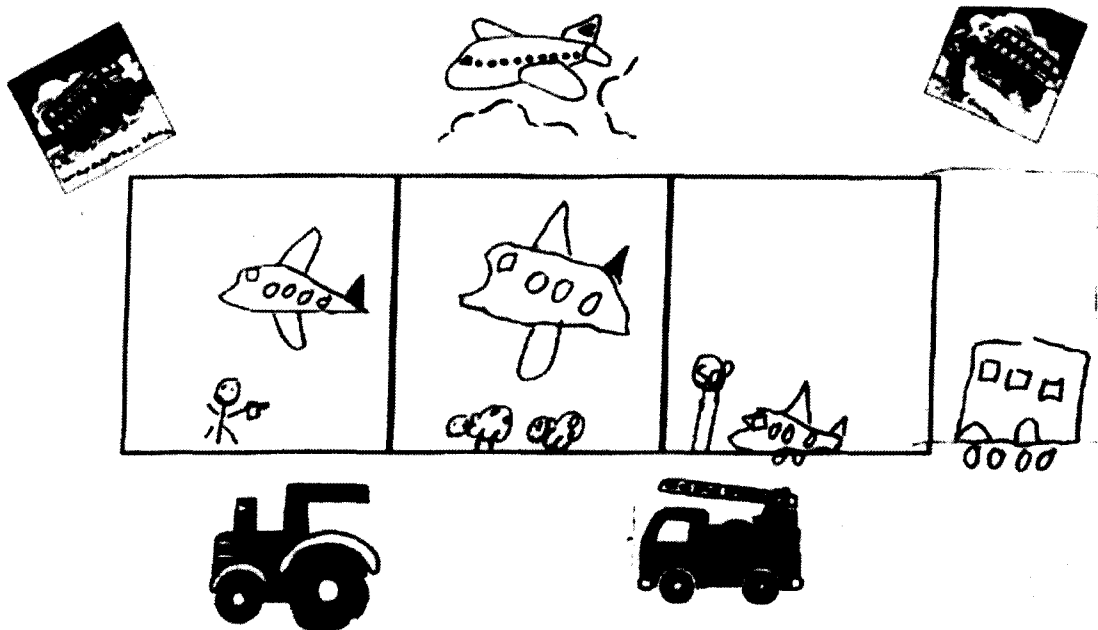
- A short recap of teacher input either through shared reading or oral recall
- Modelling – LSA demonstrating how and what to write with a clear focus on the objective
- Talking – rehearsing sentences before writing them down
- Reading what has been written
- Shared and guided writing

At the beginning of the programme writing tasks were kept short e.g. one or two sentences, or partial labelling of a diagram so that the children were able to complete shared tasks knowing they had met their writing objective.

Examples of pre and post intervention writing

CHILD P

Pre-intervention writing of child P

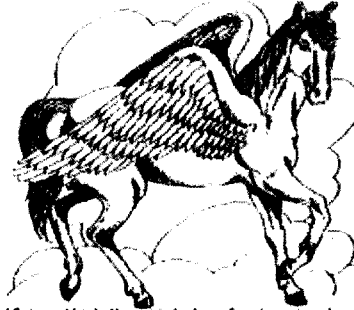


Plane flies away from the pilot. He goes to France and he sees
~~the flying plane. He goes to France and he sees~~
 sheep. He lands at the bus stop and gets trapped in
~~Spain. He lands at the bus stop and gets trapped in~~
 traffic. The pilot rescues the plane
~~travelling the plane way to the pilot~~

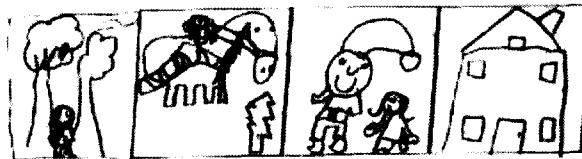
Transcript of pre-intervention writing of child P

Plane flies away from the pilot. He goes to France and he sees sheep. He lands at the bus stop and gets trapped in traffic. The pilot rescues the plane.

Post-intervention writing of child P



What would it be like to ride the horse through clouds and
 across?
 Where would you go?
 Who would you see?
 What would you see?



Went out I went past a forest and I met a
 magic horse and he took me over the sea then past
 the forest and in to the North Pole there I met Father
 Christmas and I opened my presents
 and Father Christmas let me stroke the
 reindeers and let me give them carrots the same

~~I was given to go by up the big stormy and it was long
 I hit up and passed my bag was my bed~~

~~I was given to go by up the big stormy and it was long
 I hit up and passed my bag was my bed~~

Transcript of post-intervention writing of child P

One night I went through a forest and I met a magic horse and he took me over the sea then past the forest and into the North Pole. There I met Father Christmas and I opened my presents. And Father Christmas let me stroke the reindeers and let me give them carrots and a ---?

I went past the sea and rivers. I felt like I was going to fall off it. It was stormy and it was lightening. I woke up and found myself in my bed.

Comment on the writing of Child P

This child moved from a level 1b to a level 2c by the end of the intervention programme. There were also aspects of level 2b in her writing.

- sufficient detail is given to show that she is aware of the reader
- organisation reflects the purpose of the writing
- her ideas are developed in a sequence of sentences
- her vocabulary is appropriate to the subject matter
- she is beginning to use a variation in sentence structure e.g. "One night...."
- letters are accurately formed and consistent in size

With further work on spelling patterns, punctuation and connectives, she would achieve a level 2b.

CHILD H

Pre-intervention writing of child H



he ran away from home
he crashed in to a win dow
he (Crashed) squirted water at me

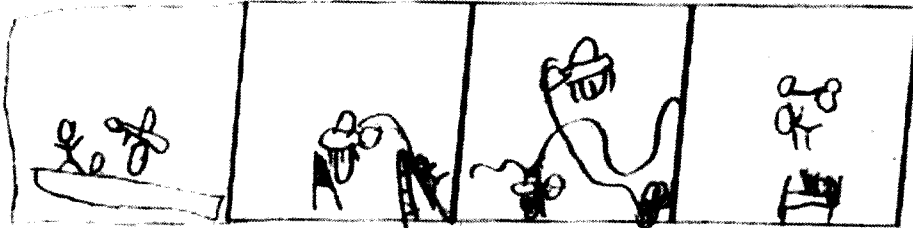
he ran

Note:
Letters and words
underlined, written
by support teacher.

Transcript of pre-intervention writing of child H

He ran away from home.
He crashed into a window.
He squirted water.

Post-intervention writing of child H



I went to the field it went to
went to play in the field
and I saw a horse he went to
go in the park with me I came
off the horse and went to
down the slide and went to
the sea and I fell off the

and I got tangled
in the sea he saved
me and he picked me up
and took me home
he turned into a stick and I landed
in my bed. The End.



Transcript of post-intervention writing of child H

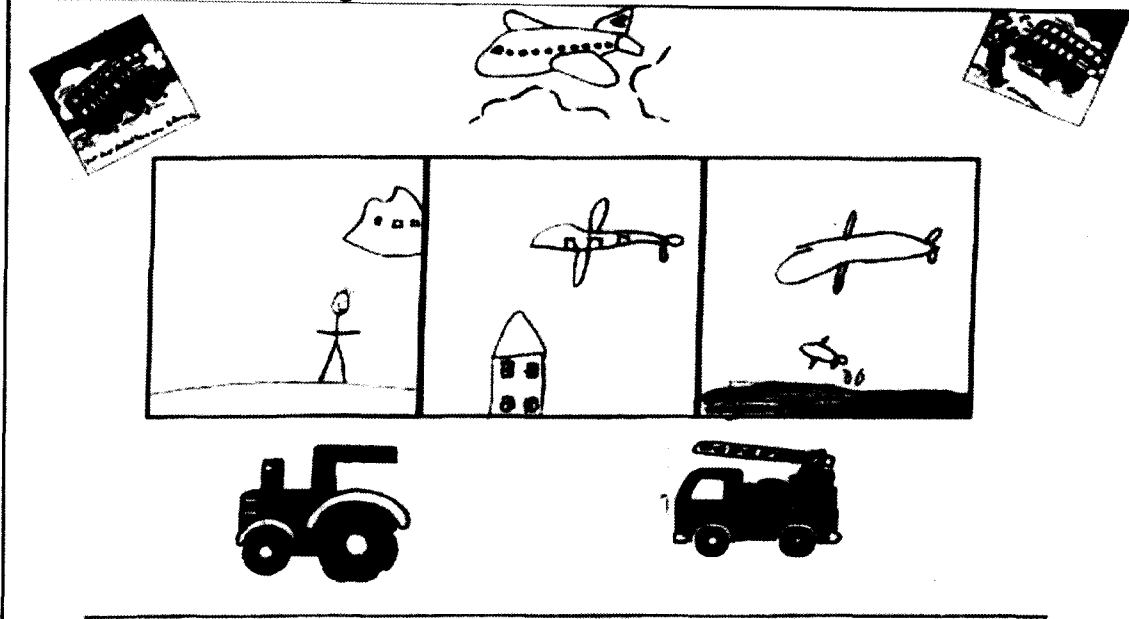
I went to the field. I went to play in the field and I saw a horse. He wanted to go in the park with me. I came off the horse and went down the slide and went to the sea and I fell off the horse and I got tangled in the seaweed. He saved me and he picked me up and took me home. He turned into a stick and I landed in my bed. The End.

Comment on the writing of Child H

Child H moved from P8 to 2c by the end of the intervention programme. He is using his newly acquired phonic knowledge to spell cvc words and some common words are spelt correctly e.g. go, me, got, went. His writing communicates meaning beyond a simple statement. Vocabulary is appropriate to the subject matter and he is confident to write. He achieved all aspects of 2c but needs further work on the use of full stops and capital letters to demarcate units of meaning.

CHILD A

Pre-intervention writing of child A



One day to de was a plan up
in the sky of the man.
they made a plan was ov they
hasusp my hasusp, was ov the
see, the dan was go hasusp.

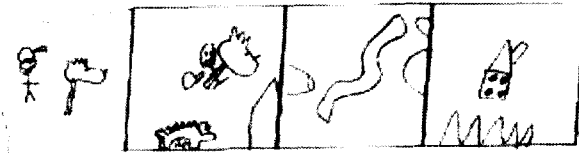
Transcript of pre-intervention writing of child A

One day there was a plane up in the sky over the man. Then the plane was over the house, my house, was over the sea. The plane was going home.

Post-intervention writing of child A



What would it be like to ride the horse through clouds and
everywhere?
Where would you go?
Who would you visit?
What would you see?



one day at school I have got
a horse I want to go to the ~~maple~~
to the ^{nose} side up up up yes side the
girl want side the ~~maple~~ my hat is
gone side the girl look down side
the horse there is a bear but I
do not my hat.

one day I want to go the big river the horse
to see the girl horse.

Transcript of post-intervention writing of child A

One day at school I have saw a horse. "I want to go to the North Pole".

"OK" the horse said "Up, up, up."

"Yes", said the girl.

"What", said the horse."

"O my hat is gone," said the girl. "Look down", said the horse, "there is a bear".

"But I don't care, my hat."

Comment

Child A moved from a secure 1c to a 2c. She has moved from communicating meaning in simple words and phrases to communicating meaning beyond a simple statement. Some common words are spelt correctly e.g. *day, have, go look, down*. English is a second language for this child.

Paired reading

Paired reading is a way to help children with reading and was originally designed for parents/carers to do at home with their children. It is a very useful method for Learning Support Assistants to follow in schools with pupils.

Schools were shown two videos, one illustrating good practice and one "how not to do it". A visit was made to the schools by a member of the Learning Support Team to model paired reading.

Schools were asked to deliver five paired reading sessions of ten minutes duration each week for each pupil on the programme.

The Assessments

The following assessments were carried out pre intervention and post intervention²:

- WRAT 3 Reading
- WRAT 3 Spelling
- Sound Discovery Record of Code Knowledge
- Sound Discovery Blending Test
- Sound Discovery Segmenting Test
- Sound Discovery Placement Test for Reading
- Sound Discover Placement Test for Spelling
- A writing task

Monitoring the Intervention

All schools received monitoring visits by 3 members of the Learning Support Team, one monitoring Sound Discovery, one monitoring writing and one monitoring paired reading. Snappy Lessons, supported writing and paired reading were modelled. A Snappy Lesson was taught in each school every fortnight. Schools recorded how many Snappy lessons, sessions of supported writing and paired reading each child received weekly.

Successful outcomes

- average ratio gain for reading of 3.1
- some individual ratio gains for spelling
- spelling improvement as measured by pre and post intervention Sound Discovery Placement tests

² See appendices for results of the assessments

- improvement in NC writing levels
- increased confidence in meeting the needs of children reported by school staff
- skills, enthusiasm, motivation, independence and self esteem of children increased
- removal of barriers to learning for children with a wide range of SEN

"I thought it was one of the most positive things she'd done. There was a marked improvement confidence wise and ability during the time. Now she's enjoying reading and flying." (Parent)

"We now have an intervention programme that helps Wave 3 children who would normally not have access to support" SENCO

"(The intervention) was a very clear use of LSA time with specific outcomes" Teacher

Factors contributing to the success of the intervention programme

Feedback from schools and our own observations identified the following as factors, which contributed to the success of the intervention programme:

- training for Y3 teacher, SENCO and LSA attending together
- funding for school staff to attend training
- exemplar videos used in training
- lesson by lesson Snappy Lesson material for Wave 3 children
- cross curricular writing structure
- use of existing, experienced LSAs
- growth in confidence, knowledge and skills of LSAs
- school commitment
- voluntary contributions by parents in one school to assist with paired reading
- school governor at another school assisting with paired reading
- modelling, monitoring and coaching by LST
- mapping intervention back onto classroom practice
- active involvement of the literacy co-ordinator in one school

"Training was well presented and explained."
LSA

Difficulties schools reported in delivering the programme

School staff told us of the following difficulties:

- one school could send only the SENCO to the training
- some LSAs are employed through matrix funding to work only with named children with statements
- needs of 4 children were so great that they required individual work for the Snappy Lesson
- size of some groups prevented LSAs to deal as thoroughly as they would have liked with the diversity of needs within the groups
- letter formation was poor and more time in the Snappy lesson was spent on improving letter formation than was anticipated, at the expense of spelling and dictated sentence writing
- timetabling cross curricular writing support and provision of differentiated writing tasks
- LSAs were not always available to deliver writing support and paired reading parts of the programme to all children
- school commitment due to other priorities e.g. school performances, OFSTED, SATs etc
- monitoring and liaison between SENCO, LSA and class teacher
- mapping intervention back onto classroom practice
- keeping parents informed
- concern over meeting children's needs by delivering the intervention programme without excluding them from other parts of the curriculum

Conclusion

The ratio gain

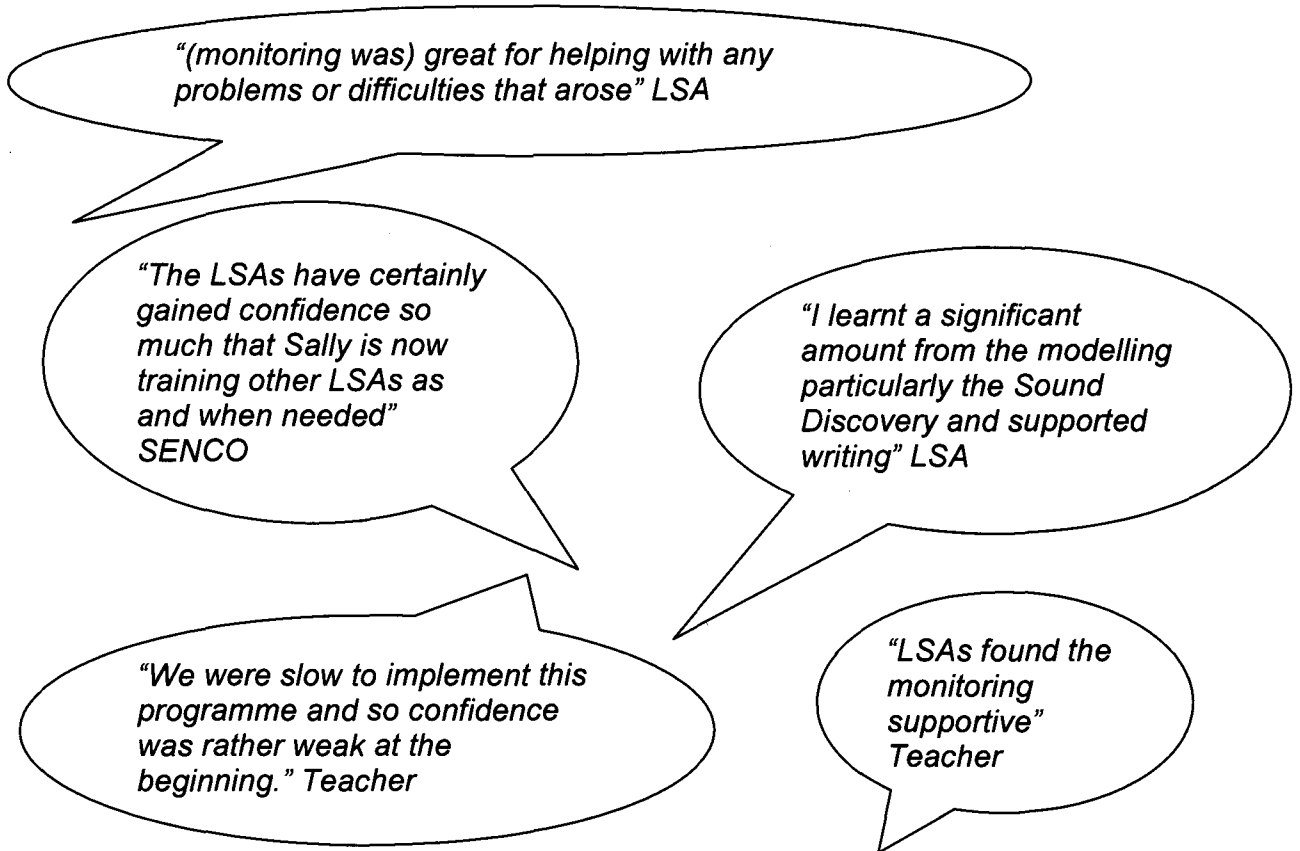
The average ratio gain for reading was 3.1 and the average ratio gain for spelling was 0.9. The intervention programme therefore satisfied the DfES stipulation that double the normal rate of progress should be achieved, as far as reading is concerned.

The average ratio gain for spelling was lower. However, four children achieved significant ratio gains of above 1.3. The highest was 2.9, demonstrating that it is possible to achieve double the normal rate of progress for spelling as well as for reading.

It was felt that the ratio gain for spelling, derived from the results of the WRAT3 spelling assessment was not always an accurate reflection of the spelling

progress made by the children. A further measure of spelling progress was provided by the use of the Sound Discovery Placement Test.³

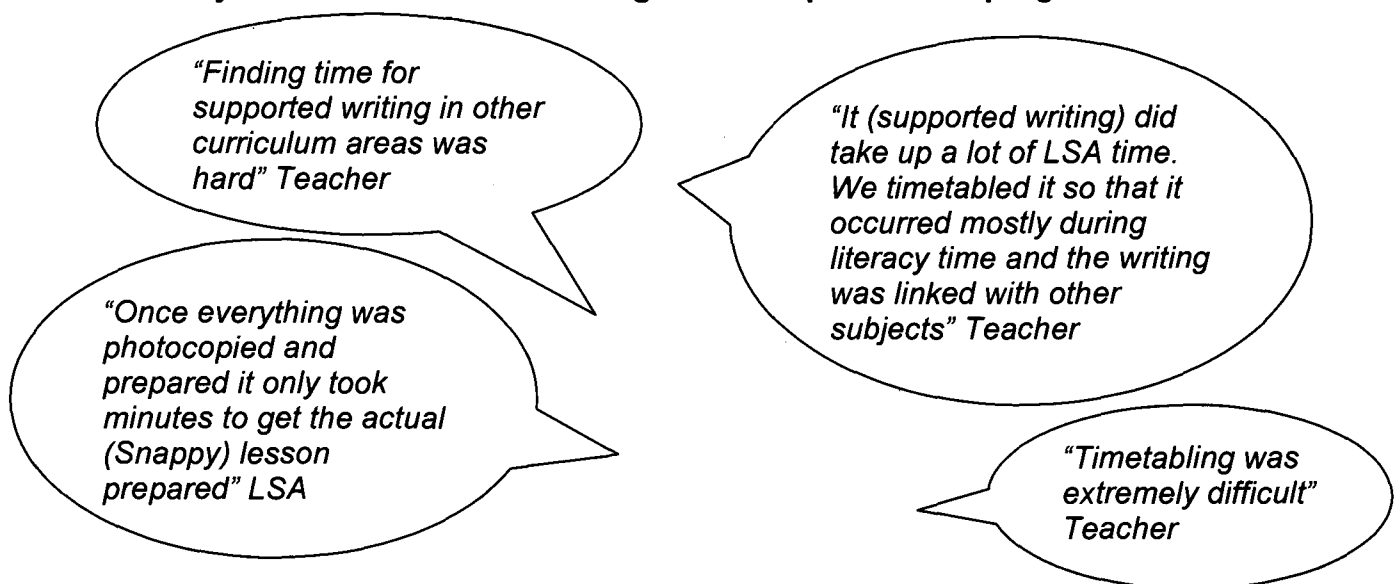
Was the training and support adequate to increase the confidence of schools?⁴



Schools reported that the training and ongoing support for schools which included modelled Snappy Lessons, modelled supported writing sessions and modelled paired reading increased the confidence of staff to meet the needs of Wave 3 children. A SENCO Management Checklist was supplied to assist SENCOs with the in-school management of the intervention. At the end of the twenty-week intervention programme schools asked for on-going support, not only to continue to improve the literacy skills of the original group of children, but also to train additional staff to deliver the intervention to other children.

³ See appendix Sound Discovery Pre and Post Test Spelling Placement. This shows improvement in spelling as measured by Sound Discovery Placement Test

How easy was it for schools to manage all three parts of the programme?⁵



The schools delivered Sound Discovery more consistently and regularly than either the weekly supported writing or the daily paired reading sessions. One school delivered all three parts of the intervention regularly to all of the children while another school found it impossible to deliver all three parts of the intervention programme with regularity for several reasons. Paired reading was delivered regularly with the help of parents in one school and another school had the help of a school governor to deliver paired reading, but was unable to offer it on a daily basis. Some schools reported great difficulty in regularly supporting the children’s writing in the recommended way. LSAs working in the classroom during writing lessons were often used for generally rather than to support one or two specific children.

Children using the shared writing structure at least once a week with a LSA were seen to grow in confidence to write as they saw their thoughts expressed successfully in print. By the end of the programme these children were writing more and at a higher level of attainment. Some children’s level of attainment increased by as much as one level.

Could the intervention remove barriers to learning for children with a wide range of SEN?

The intervention improved the reading, spelling and writing of children with a range of SEN, including dyslexic difficulties, autism, moderate learning difficulties. Significant improvements in confidence and concentration were also noted.

⁵ See Appendix Number of Snappy lessons, Supported Writing and Paired reading sessions per Pupil

The DfES recommends that Wave 3 interventions are adjusted to suit the needs of individuals. However, the schools varied in their capacity to adjust the programme for the weakest children who needed one to one support. One child's difficulties were so severe that he would have benefited from daily Snappy Lessons with additional "little and often " input several times a day on recognising letters, but this level of support was not available to him. This child did not have a statement. More support was available to the children with statements.

What is the best way to disseminate what we have learnt from the intervention programme in order to benefit other schools and other children?

"Run training sessions at one school in each cluster run by LSAs to other LSAs" SENCO

"Other LSAs observed Andrea (LSA) doing Snappy lessons last term, so this will hopefully be implemented throughout the school soon." Teacher

"Cascade with other LSAs within school in both key stages." Teacher

The schools are keen to carry and expand the use of the intervention programme to benefit other children in their schools. Some of the schools are using their trained staff to introduce other members of staff to the intervention programme.

The schools could share experiences and successes with other schools in a Learning Network.

The Learning Support Team now offers the following courses to teachers and LSAs:

"Using Sound Discovery as a Basis for a Wave 3 Intervention"

and

"Supporting Writing for Pupils with Special Educational Needs"

Both courses were oversubscribed and have run twice this term. These courses will be repeated in line with demand.

Recommendations

The intervention programme consisting of Sound Discovery, paired reading and supported writing used in the four schools is recommended as a Wave 3 intervention.

Further consideration needs to be given to improving the ratio gain for spelling.

Adjust the programme to four or five Snappy lessons a week rather than three for the weakest children if necessary.

Provide continued support to the four schools to continue and develop the Wave 3 intervention within their schools.

Consider ways in which staff from these schools could share their expertise with colleagues in other schools.

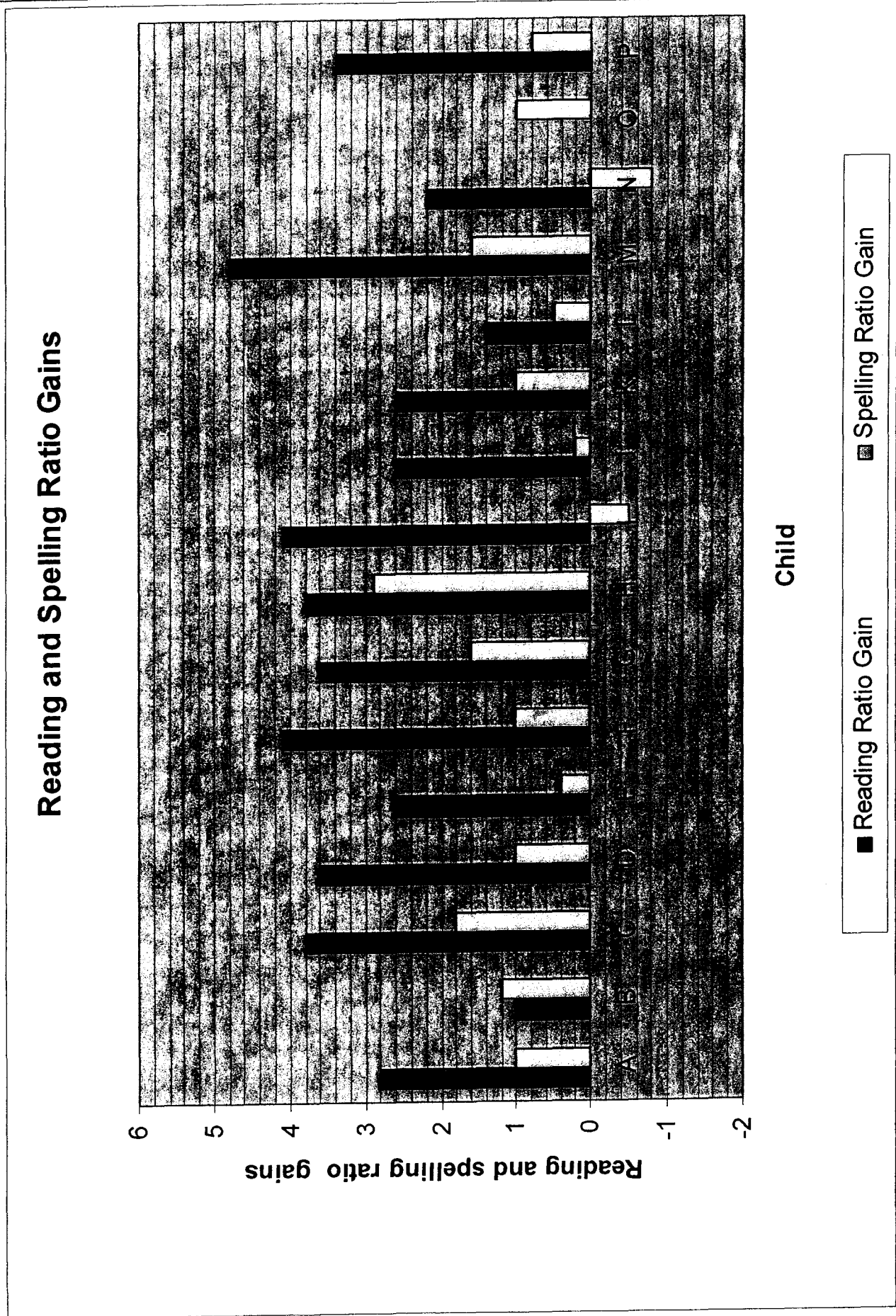
Provide support for schools seeking to establish a Wave 3 Learning Network.

Increase parental involvement in the intervention programme.

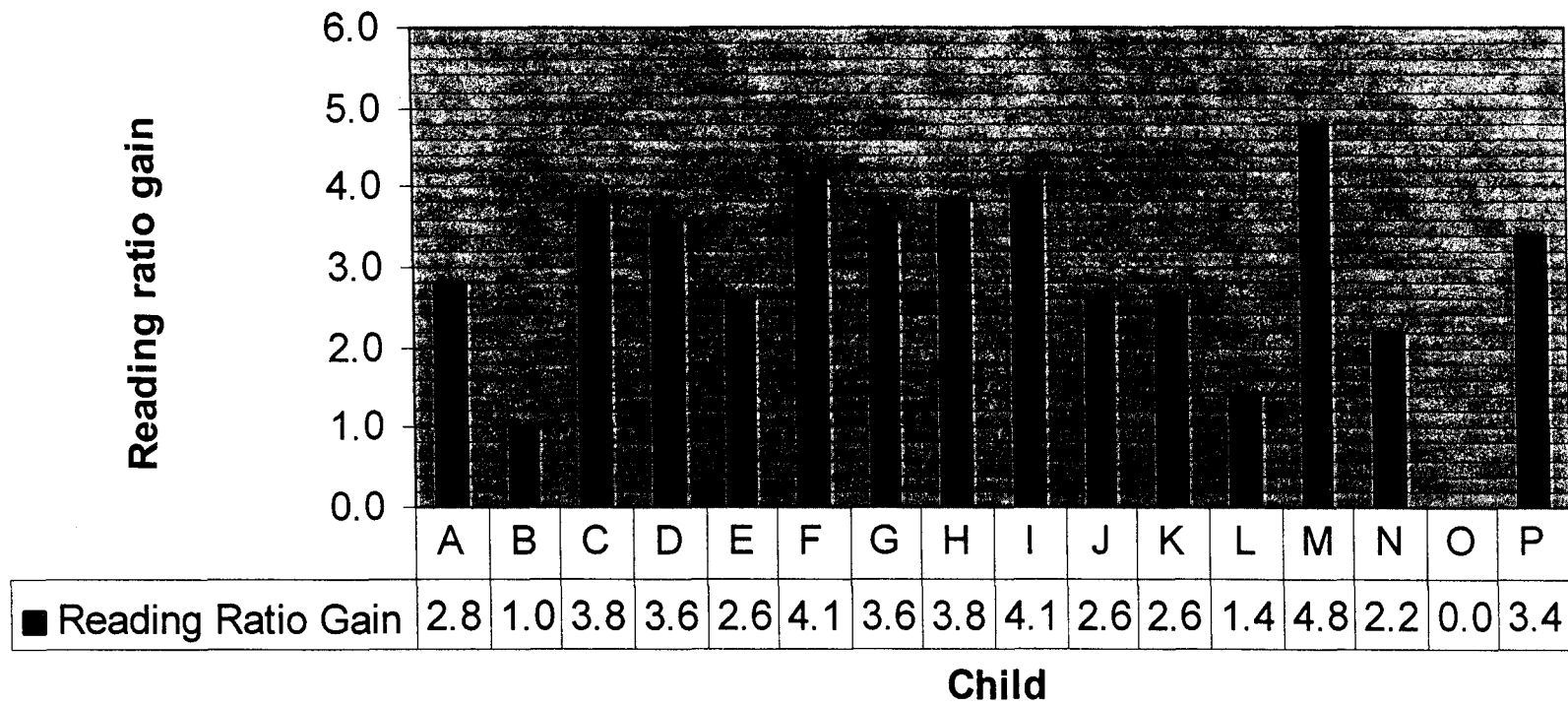
Consider the implications of the expected delegation of the statement budget to schools for the inclusion of pupils who require literacy intervention at Wave 3.

December 2004

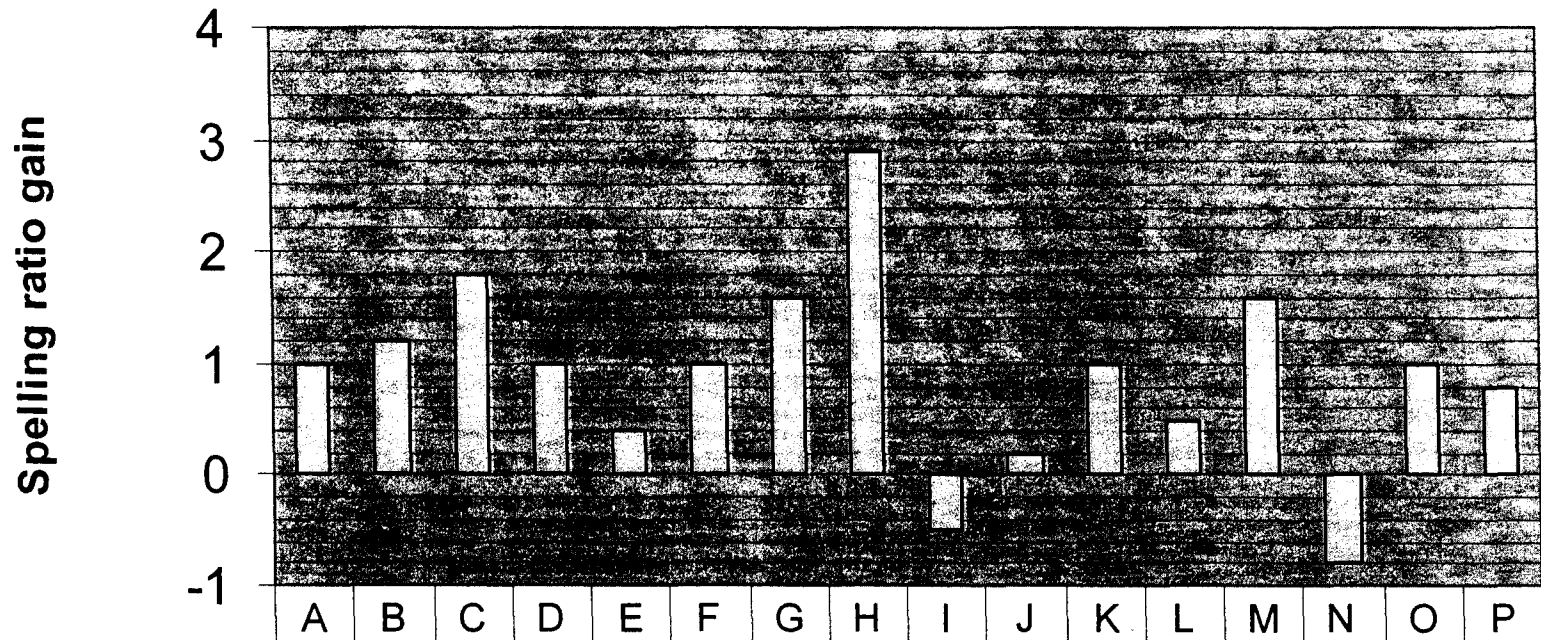
Appendix 1: Reading and Spelling Ratio Gains



Reading Ratio Gain



Spelling Ratio Gain

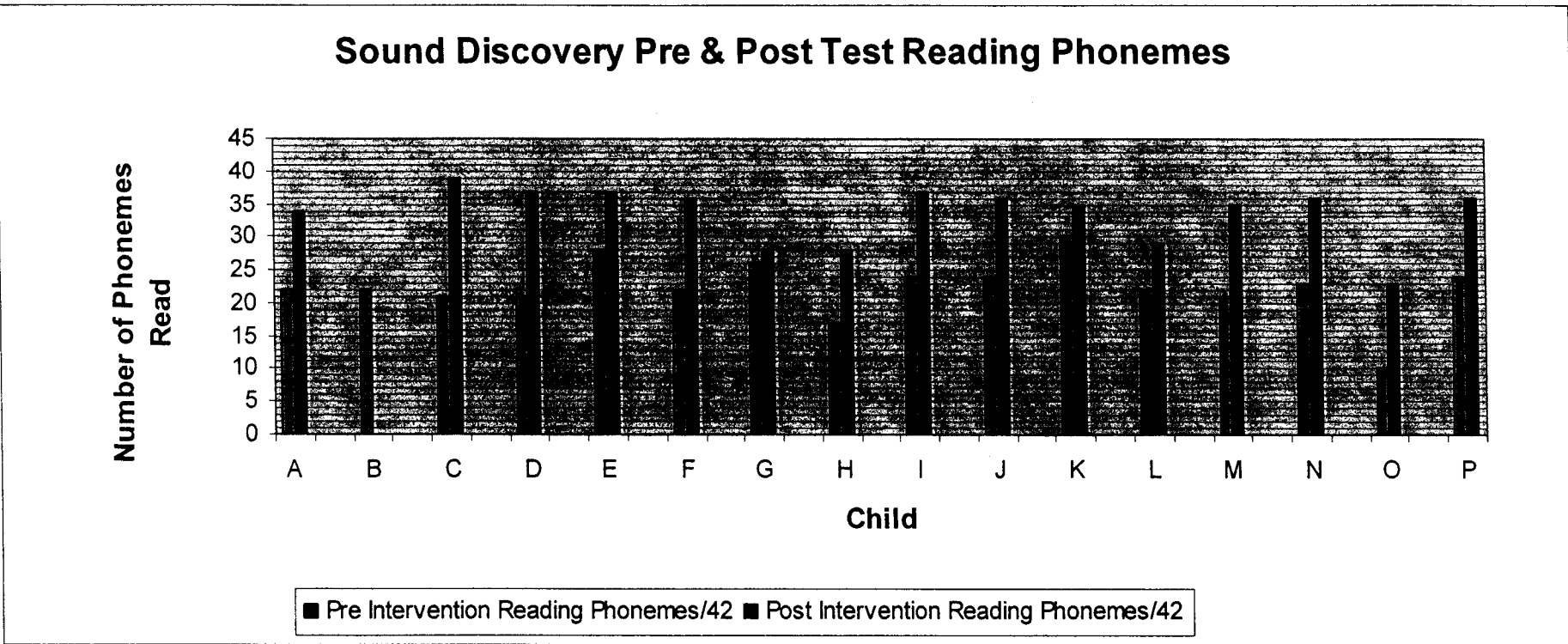


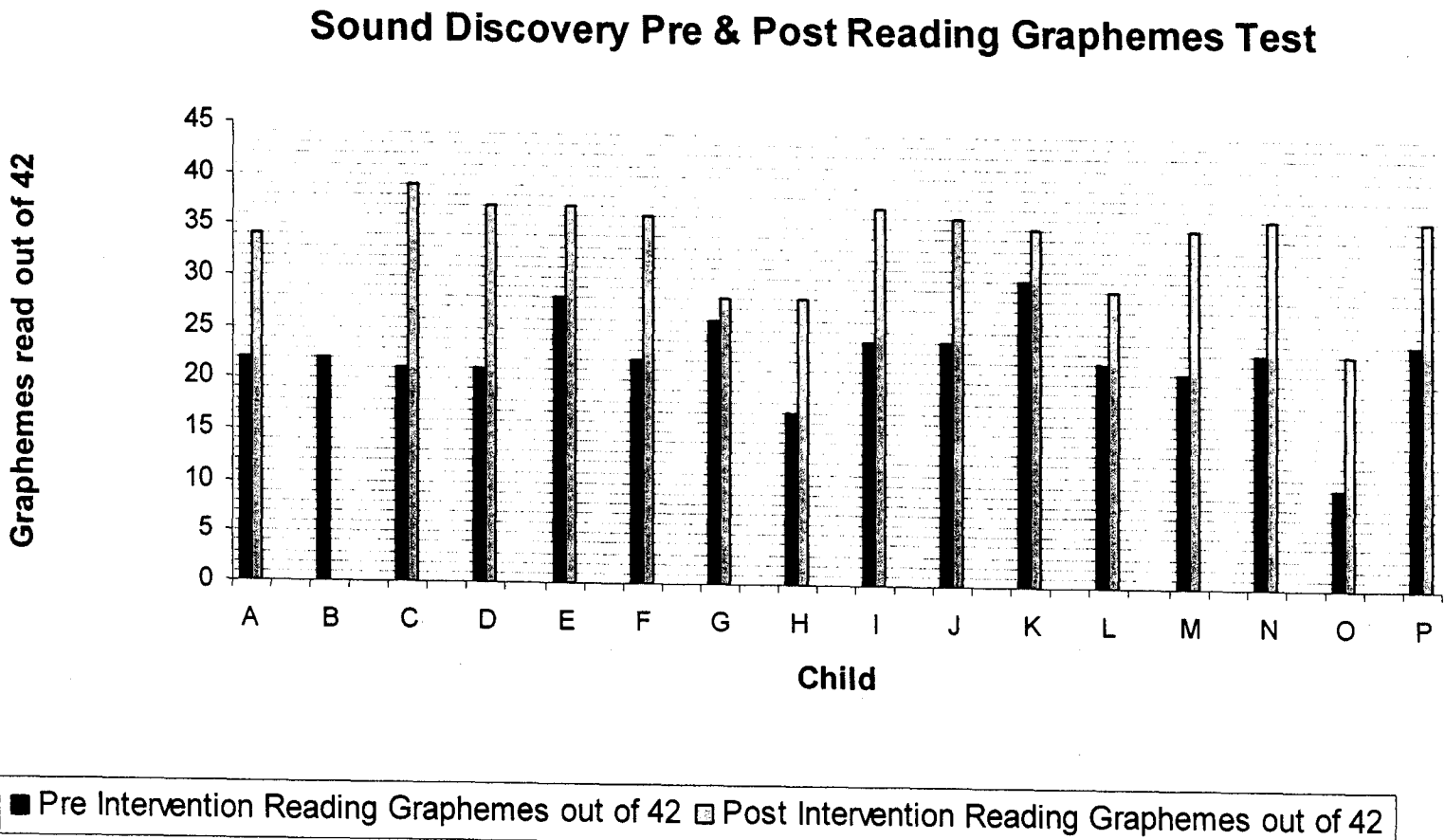
■ Spelling Ratio Gain	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	1.0	1.2	1.8	1.0	0.4	1.0	1.6	2.9	-0.5	0.2	1.0	0.5	1.6	-0.8	1.0	0.8

Child

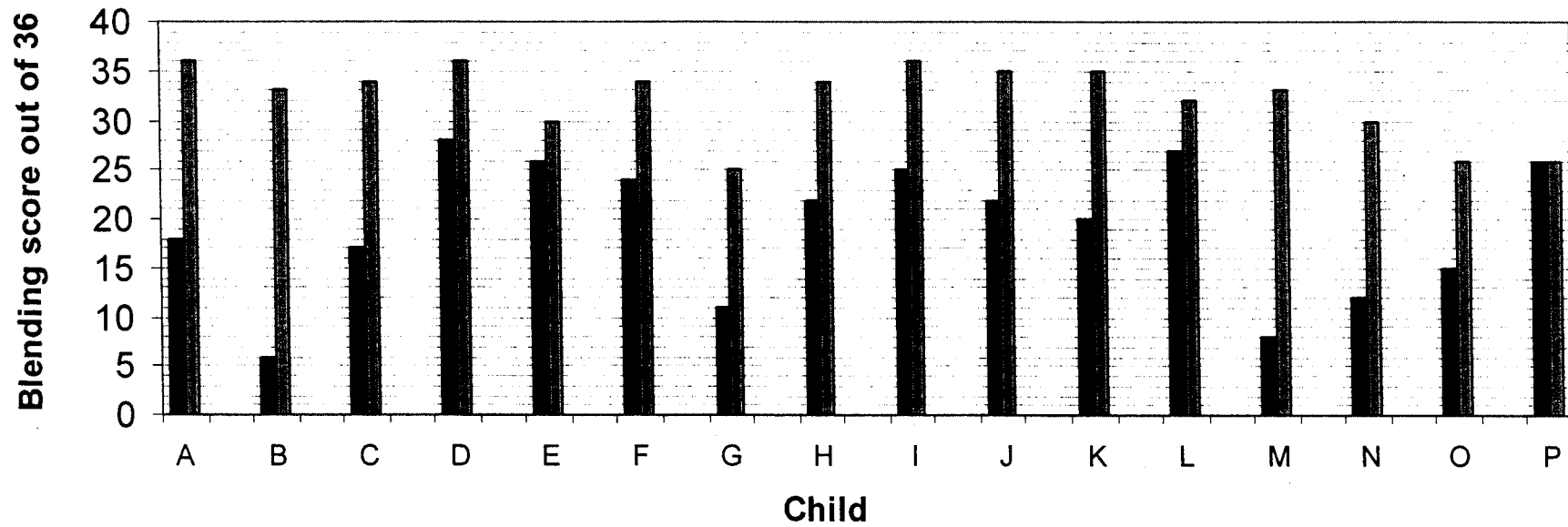
Appendix 4: Pre and Post Intervention Reading and Spelling Ages as Measured by WRAT 3

CHILD	PRE INTERVENTION READING AGE	POST INTERVENTION READING AGE	PRE INTERVENTION SPELLING AGE	POST INTERVENTION SPELLING AGE
A	5.3	6.7	6.0	6.5
B	6.3	6.7	6.1	6.6
C	6.3	8.2	6.7	7.6
D	5.6	7.4	6.7	7.2
E	6.0	7.3	6.4	6.6
F	5.6	7.3	6.1	6.5
G	5.8	6.7	6.1	6.5
H	<5.0	6.6	5.1	6.3
I	6.4	8.1	6.8	6.6
J	5.6	6.7	6.8	6.9
K	5.6	6.7	6.1	6.5
L	6.0	6.6	6.1	6.3
M	5.2	7.6	5.7	6.5
N	5.6	6.7	6.7	6.3
O	<5.0	5.0	<5.0	5.4
P	5.6	7.3	6.1	6.5



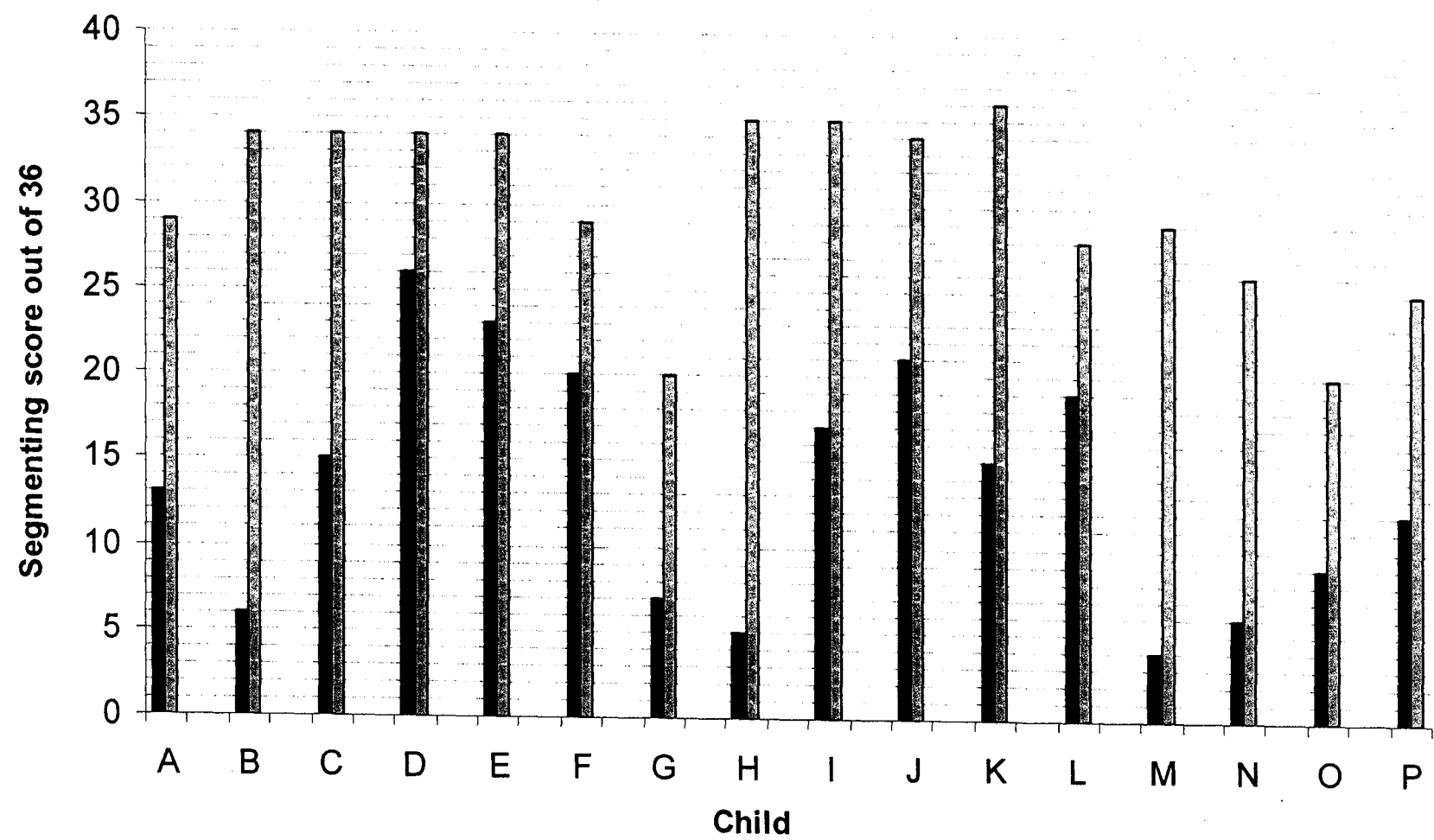


Sound Discovery Pre & Post Test Blending Scores



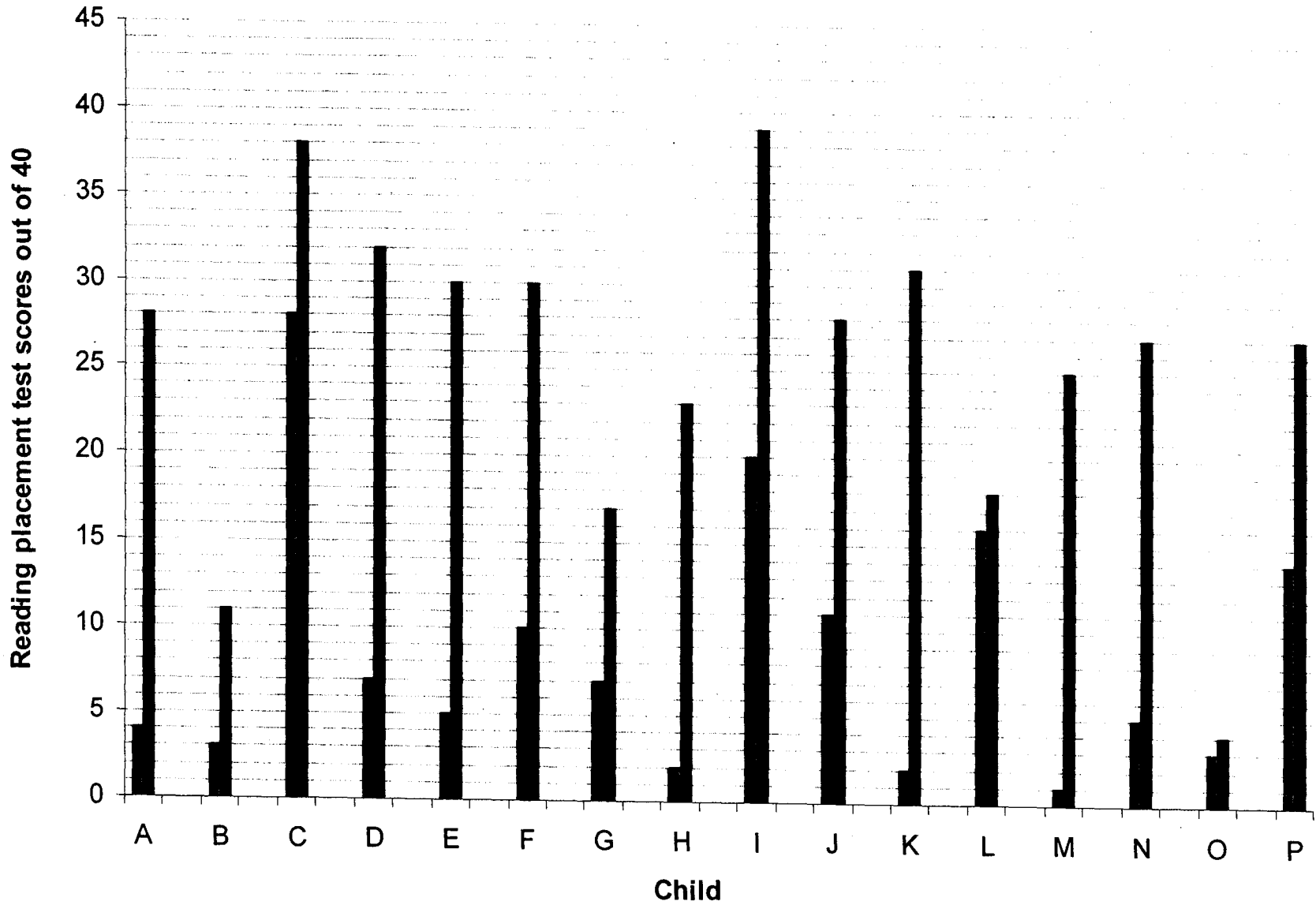
■ Pre Intervention Total Blending Score out of 36 ■ Post Intervention Total Blending Score out of 36

Sound Discovery Pre & Post Test Segmenting Scores



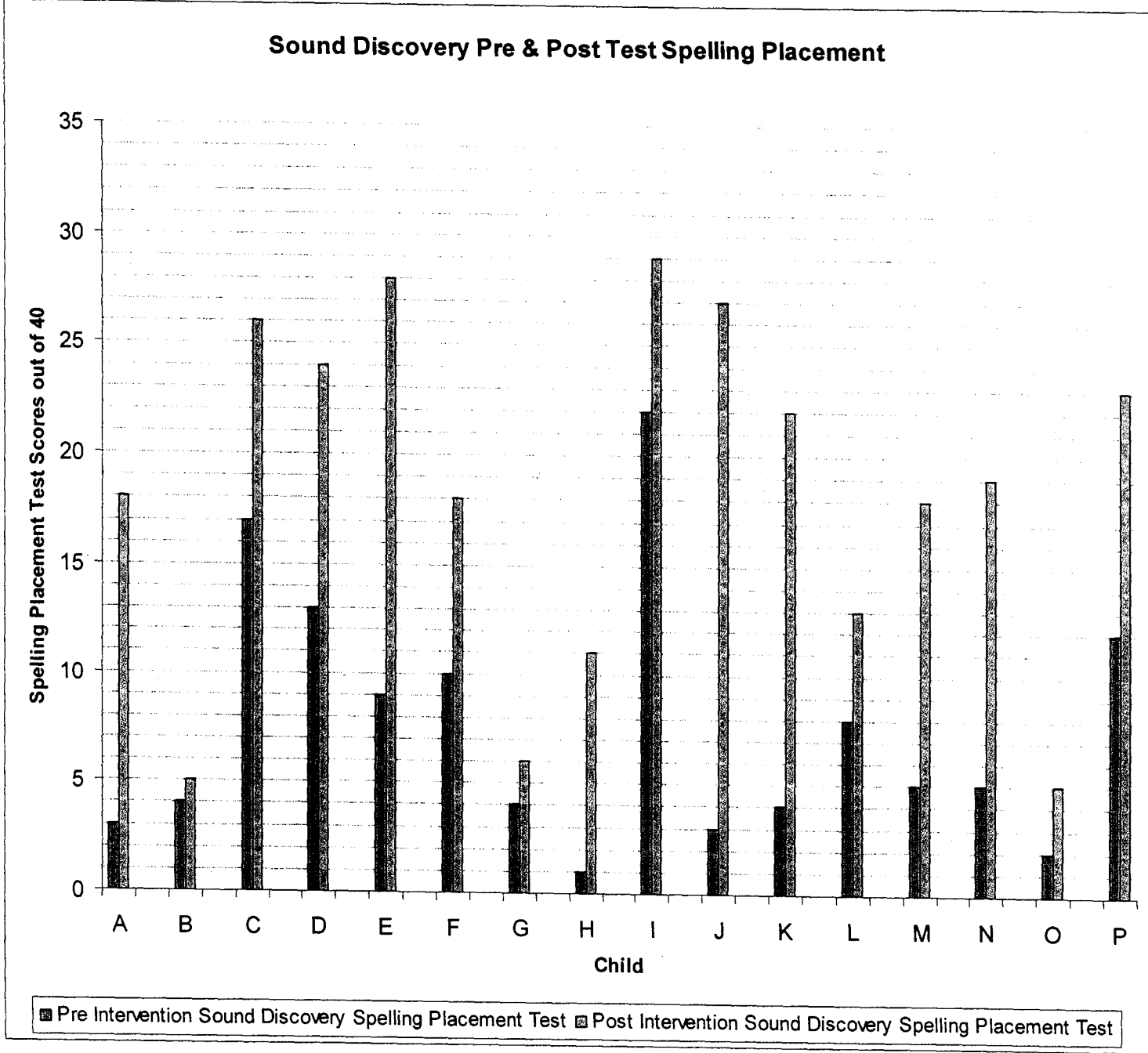
■ Pre Intervention Total Segmenting Score out of 36 ▨ Post Intervention Total Segmenting Score out of 36

Sound Discovery Pre & Post Test Reading Placement



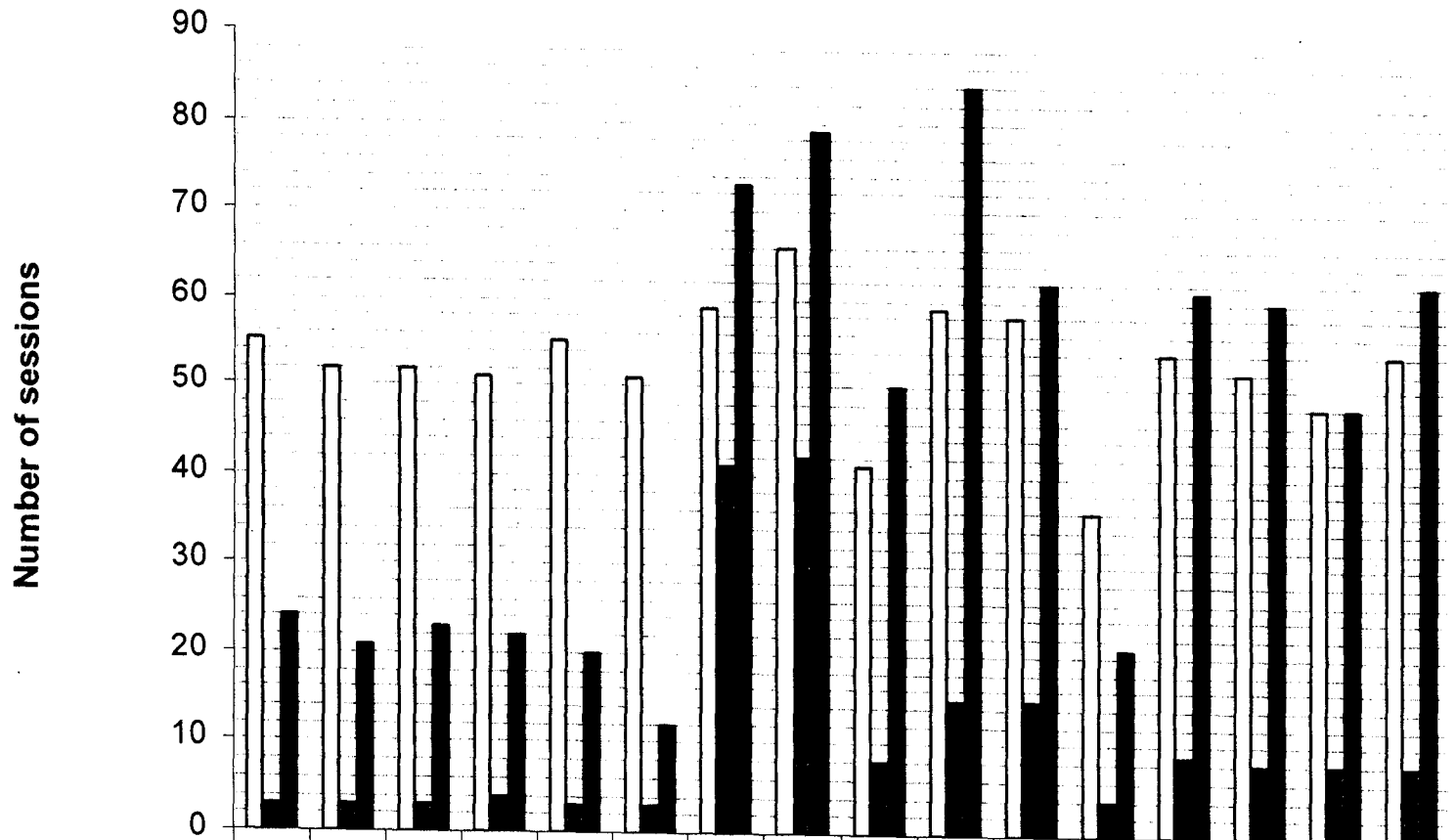
■ Pre Intervention Sound Discovery Reading Placement Test

■ Post Intervention Sound Discovery Reading Placement Test



Appendix 10: Sound Discovery Pre and Post Test Spelling Placement

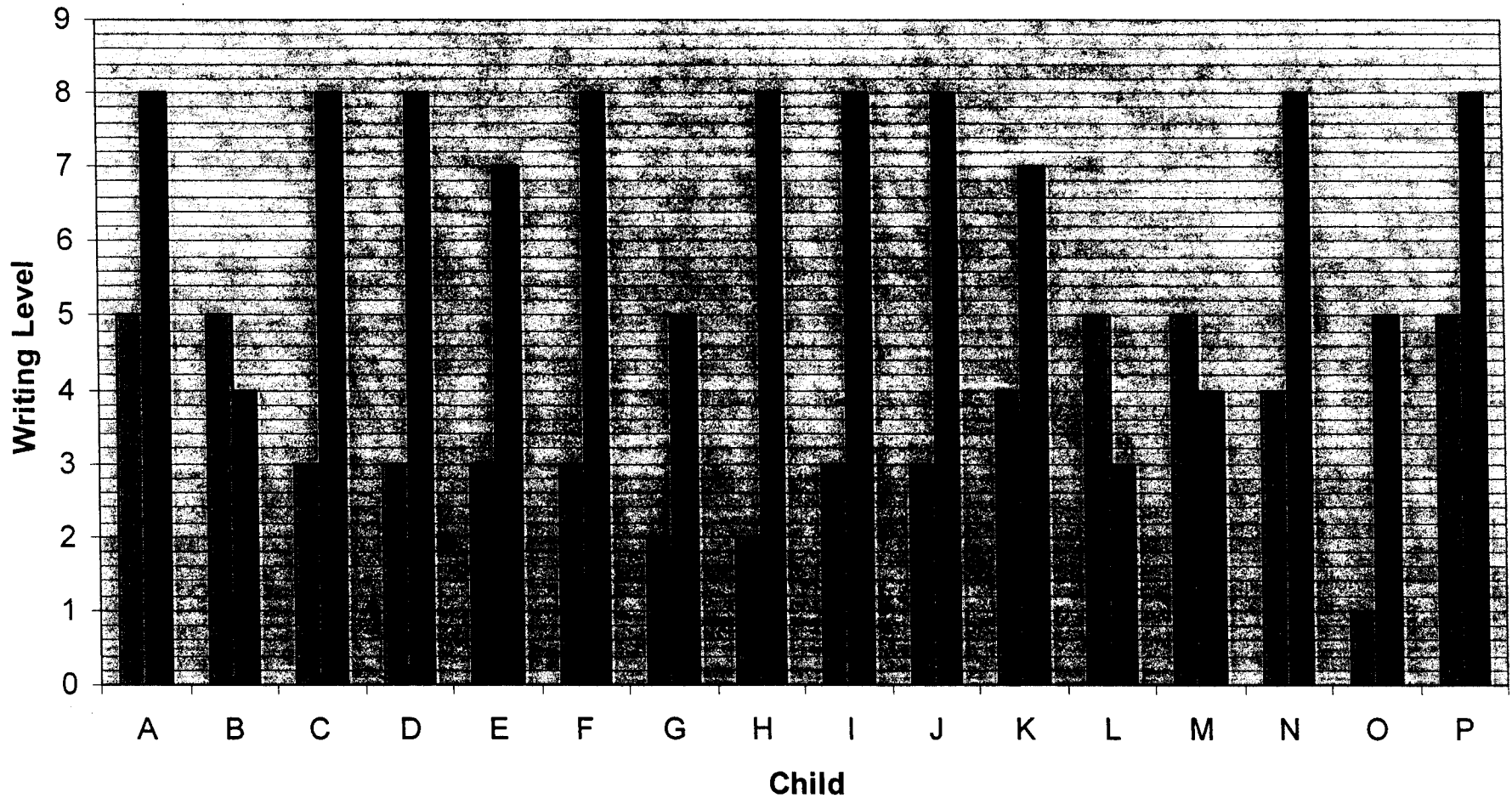
Number of Snappy Lessons, Supported Writing & Paired Reading Sessions Per Pupil



□ Snappy Lessons - out of 60	55	52	52	51	55	51	59	66	41	59	58	36	54	52	48	54
■ Supported Writing - out of 20	3	3	3	4	3	3	41	42	8	15	15	4	9	8	8	8
■ Paired Reading - out of 100	24	21	23	22	20	12	73	79	50	84	62	21	61	60	48	62

Child

Pre & Post Intervention Writing Levels



■ Writing Level Pre Intervention ■ Writing Level Post Intervention