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| **Phase Three: Intervention and Evaluation Planning** |
| **Step One: Identifying evidenced based interventions through research/professional enquiry** |
| **Through professional enquiry and reviewing the research literature, explore relevant evidence based interventions?***A variety of evidence based interventions were explored initially such as Toe by Toe and Peer Reading.* **What evidence based interventions could you implement to address the identified pressures of the target group?***When looking into the Letters and Sounds programme it did seem to have been proved effective with EAL learners which fit well with the target group of children.***What actions could you take to build on the identified strengths of the target group?***Initially assessment would be carried out to identify the strengths of the target group. The group seem to be very confident so I would look to build on this by using Growth Mindset language with the group as the intervention is carried out.***Are there areas where the evidence base for improvement is weak?****Helpful tips:*** multifaceted interventions tend to be the most successful (i.e. they target child, family and school/class factors)
* consider other groups that are performing well despite similar ‘risk factors’ and how can you learn from their success
 |
| **Step Two: Action Planning** |
| **Research question/s (no more than 2 or 3):***Does the Letters and Sounds programme improve reading and spelling in low attaining pupils?***What are you going to do?*** *Seek permission from parents.*
* *Assess the group to find out where to start on the programme.*
* *Carry out intervention.*

**What are the timescales - When are you going to do it? How long are you going to do it for?***The intervention will be carried out for 20 minutes, twice weekly for 10 to 12 weeks.***Who is going to be involved?***The intervention will be carried out by myself with 4 pupils in the lowest 20% who all have EAL.***How will the intervention be evaluated in the short and long term?** *The pupils will be asked about their views on reading and spelling at the start and end of the intervention.**The Letters and Sounds assessment will be carried out at the start and end of the intervention.***Do you intend to have a control/comparison group (i.e. a group of pupils who have similar needs who do not receive the intervention but take part in the pre and post evaluation for comparison purposes)?***Not possible on this occasion.***Helpful tips/reflective questions:*** A research question is a clear, focused, concise and arguable question around which to centre your research.
* What are the resource implications?
* Do you need to plan CLPL?
* What might get in the way of the intervention being successful? If possible, how are you going to avoid this?
* Do you need to plan time for pre and post information/data gathering and analysis?
* Appendix 2 may be helpful to plan the actions required to implement your intervention
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| **Phase Four: Action (Implement intervention)** |

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| **Phase Five: Evaluation and Reflection** |
| **Step One: Measuring impact and outcomes** |
| Following evaluation of the intervention (as planned in phase 3):**What impact has the intervention had?** *The intervention has improved the reading and spelling of the target group. This can be clearly seen in the charts below showing the assessment scores for Phase 3 of the Letters and Sounds programme (See Appendix A for more details). Not only did the pupils show improvements in the same assessment but they also scored highly in the assessment for the next level of the programme.*  *The class teacher reported that since the intervention 2 of the children (50% of the group) had moved up a group in literacy. He also said that an increase in confidence and willingness to read aloud was apparent and that the pupils are more able to hold their own within their groups. The children all reported that they felt more confident in reading and spelling and are enjoying more success in literacy lessons as a result of the intervention (See Appendix B for full details of the interviews with the children). Pupil D reported that she is now enjoying writing stories at home due to her increased confidence.***Have the SMART outcomes been achieved? Please describe.***Although the intervention ran for just a short time, the children’s engagement in literacy lessons has improved as a result. Pupil B stated “I feel a lot more confident with reading and spelling. I don’t struggle now and I enjoy my literacy lessons more ‘cause I feel like I’ve got the hang of it.” As shown previously through the assessments and the class teacher’s observations the pupils have made good progress in literacy and their increased engagement will result in greater progress on an ongoing basis. The children are beginning to use the skills we have been working on in other curricular areas such as social subjects. The class teacher stated that the children were more liable to attempt to spell words they are uncertain of in their work since the intervention.*  |
| **Step Two: Critical Reflection** |
| **What have you learned?***The Letters and Sounds programme was an effective way of embedding phonics skills in lower achieving pupils with EAL needs. This was shown through summative assessments and observations of the pupils.***What went well?***The active nature of the Letters and Sounds programme was very effective with this target group. They enjoyed using the flashcards and games. Pupil C said “I enjoyed the nonsense words and playing games with the words in a circle.” From my observations I could see that the children were happy to have a go with spelling on their individual whiteboards as they knew that any mistakes made would not be permanently recorded.***What didn’t work so well?***The main difficulty I found with this process was that both myself and the member of staff I was working in partnership with are part time. To make this even more difficult we don’t even have the same working days. This made opportunities for collaboration quite few and far between.***Is there anything that could have been done better?***More time spent on the intervention would have enabled more consolidation and allowed the learning to become more embedded. It would also have allowed more incorporation of the pupils’ ideas into the activities we were able to do as part of the intervention.* |
| **Step Three: Planning for Improvement** |
| **What are you going to do now?***I am going to recommend that this programme be used with other groups of EAL pupils in our school to consolidate knowledge of phonics and to improve engagement in literacy lessons. I would also recommend that more time is allocated to this in order to incorporate a wider variety of activities.* |

**Appendix A**

**SIPP Group Letters and Sounds Assessments**

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|   | **Phase 2** | **Phase 3** | **Phase 3 Reassessment** |
|   | Phonics | Blending | Segmenting | Phonics\* | Blending | Segmenting | Phonics\* | Blending | Segmenting |
| Pupil A | 18 | 10 | 9 | 38 | 38 | 6 | 4 | 45 | 40 | 10 | 7 |
| Pupil B | 20 | 10 | 9 | 38 | 37 | 3 | 4 | 45 | 45 | 10 | 10 |
| Pupil C | 19 | 10 | 9 | 40 | 37 | 5 | 7 | 45 | 43 | 10 | 10 |
| Pupil D | 15 | 10 | 10 | 38 | 31 | 4 | 4 | 45 | 41 | 10 | 9 |
| Pupil E\*\* | 19 | 10 | 10 | 43 | 41 | 10 | 9 | N/A | N/A | N/A | N/A |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Max. score** | **20** | **10** | **10** | **45** | **45** | **10** | **10** | **45** | **45** | **10** | **10** |

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| --- | --- | --- |
|   | **Phase 4** | **Phase 5** |
|   | Phonics\* | Blending | Segmenting | Phonics\* | Blending | Segmenting |
| Pupil A | 25 | 20 | 10 | 9 |  |  |  |  |
| Pupil B | 25 | 25 | 10 | 9 |  |  |  |  |
| Pupil C | 25 | 23 | 10 | 9 |  |  |  |  |
| Pupil D | 25 | 21 | 10 | 10 |  |  |  |  |
| Pupil E\*\* | 25 | 24 | 10 | 10 | 18 | 16 | 10 | 10 |
|   |  |  |   |   |   |   |   |   |
| **Max. score** | **25** | **25** | **10** | **10** | **18** | **18** | **10** | **10** |

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| The group were initially tested on Phase 2 and 3 on 9/1/18. Phase 3 of the Letters and Sounds Programme was then implemented for 12 weeks. |   |  |  |  |
| The reassessment of Phase 3 and Phase 4 assessments were carried out on 1/5/18. |   |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*From Phase 3 onwards the phonics assessments are split into reading and writing the phonemes. The first score is for reading and the second for writing. |  |  |  |  |  |  |
| \*\*Pupil E completed all the assessments on 9/1/18 and as he was already confident with the sounds, blending and segmenting he did not take part in the Letters and Sounds programme. |
|

**Appendix B**

**Interviews with pupils**

**Q1. Thinking about the Letters and Sounds work that we did. What did you like about it and what would you do differently?**

Pupil A – I liked reading the nonsense words and sounding out words. We could mix up all the sounds and make them into words.

Pupil B – I liked sounding out the words and then saying the full words.

Pupil C – I enjoyed the nonsense words and playing games with the words in a circle.

Pupil D – I liked writing the sounds on the whiteboards and seeing how many words I could collect.

**Q2. How do you think the Letters and Sounds work has helped you?**

Pupil A – It made me think very well and I got better at reading in class.

Pupil B – It helps me at home with my homework and in class. I’m better at sounding out in reading.

Pupil C – I think Letters and Sounds helped to make my reading and spelling better.

Pupil D – My reading has been really improved and my spelling has.

**Q3. What difference has Letters and Sounds made to you in class?**

Pupil A – It made me confident about spelling and reading.

Pupil B – I feel a lot more confident with reading and spelling. I don’t struggle now and I enjoy my literacy lessons more cause I feel like I’ve got the hang of it.

Pupil C – I’ve moved up a group and I feel more confident in reading and spelling.

Pupil D – I feel more confident and I’ve moved up a group in my reading. I’ve started writing stories at home too.