Improving literacy at transfer between primary and secondary schools

Methods of prevention and support for children who fall behind with reading and writing

A LiteracyActionNet conference presented by Lemos & Crane working with and supported by the JJ Charitable Trust

7 July 2011

Delegate Resource Pack
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Programme

9.15  Registration

10.00  Strategic overview: What’s known about literacy at transfer and challenges to come

- Gerard Lemos, Partner, Lemos&Crane, introduces the day as facilitator
- Greg Brooks, Emeritus Professor of Education, University of Sheffield, on the evidence base for successful intervention at transfer to improve literacy attainment and the principles of good practice
- Jonathan Douglas, Director, National Literacy Trust, on the ‘trauma of transition’ for children moving from primary to secondary settings, the notion of ‘human-sized’ learning environments, and the impact of the population bulge on schools’ size and scope

11.25  Refreshments

11.40  Practice focus 1: Primary and secondary schools

- Mark Sherin, Lyndhurst Primary School, Southwark, using radio broadcasting to help children improve their literacy skills at transfer
- Bernadette McLean, Helen Arkell Dyslexia Centre, on a school transition pilot working with a secondary school in Farnham and a feeder primary
- Shirley Button, Sponne School Technology College, and its English Transition Unit working with cluster primaries in Northamptonshire

1.15  Lunch

2.00  Special feature: Inspiring children to write

- Ben Payne and Lucy Macnab, The Ministry of Stories, which promotes creative writing among young people by tapping into their fascination for the bizarre and horrifying, and providing one-to-one mentoring and bespoke projects for students at transition.

2.45  Practice focus 2: Families and communities

- Tricia Millar, developer of That Reading Thing, a programme for older struggling readers, and Sarah Warburton, who runs TRT Tower Hamlets, a volunteer based project which delivers one-to-one literacy support to local secondary schools.
- Annette Lowe, Read On – Write Away! / Derbyshire County Council, working with families of Yr 6 children due to transfer to Yr 7
- Josephine Roper, Read it Together (formerly known as the Pooh Bear Reading Assistance Society), recruiting and training volunteers in Hull to work with children and young people who are finding reading difficult

4.05  Competition winners

- Ministry of Stories

4.15  Close
Biographies of presenters

Gerard Lemos is a Partner at Lemos&Crane and LiteracyActionNet Project Director. He is the author of numerous reports and books including Freedom’s Consequences: Reducing teenage pregnancies and their negative effects in the UK, Fear and Fashion: Helping young people to stop carrying and using knives, Different World: How young people can work together on human rights, equality and creating a better society, and The search for tolerance: Challenging and changing racist attitudes and behaviour among young people. Gerard is chairman of the Money Advice Trust and also Vice-president of the British Board of Film Classification. In 2001 he received a CMG for services to the British Council in the Queen’s Birthday Honours.

Greg Brooks is Emeritus Professor of Education, University of Sheffield, and currently a member of the European Commission High-Level Group on Literacy. He has published widely on trends in literacy at all levels. In particular, he is the author of What Work for Pupils with Literacy Difficulties (DCSF, 2007), which he is currently revising for a 4th edition, and devised the content on intervention schemes for the Dyslexia-SpLD Trust website www.interventionsforliteracy.org.uk. He is a consultant to the JJ Charitable Trust on literacy at primary-secondary transfer, and will be including a section on the topic in his new book on intervention schemes.

Jonathan Douglas is Director of the National Literacy Trust – the independent charity changing lives through literacy. Jonathan previously worked at the Museums, Libraries and Archives Council as Head of Policy Development, where he also worked as Head of Learning and Access. Previously he was Professional Adviser for Youth and School Libraries at the Chartered Institute of Library and Information Professionals. Jonathan has also worked as a librarian and Children’s Services Team Leader in Westminster Libraries. Jonathan is on the Expert Panel for the new national Children’s Plan, he is on the Advisory Committee of Every Child a Reader the national reading recovery programme and the Advisory Committee of the Man Booker Prize. He is a governor of St William of York Primary School in Lewisham.

Mark Sherin has been passionate about Primary Education for 25 years and has taught in Early Years, Key Stages 1 and 2. He was Deputy Head teacher in a large inner London primary school for 12 years; this included periods of Acting Headship and leading the school through an OFSTeD Inspection. He now manages Lyndhurst Dyslexia Centre and has been a Specialist Teacher since 2003 following OCR Post Graduate Diploma in Teaching Children with Specific Learning Difficulties (SpLD) Dyslexia. His current role is as a specialist teacher as well as being a Teacher trainer/lecturer/tutor. He also manages ‘Grove FM’, the Lyndhurst Primary School’s radio station, which aims to raise standards in literacy, using speaking and listening as a focus. He was a member of the Expert Advisory Group to Sir Jim Rose’s Report ‘Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties’ (June 2009). He is an Educational Consultant for the Dyslexia Charity ‘Xtraordinary People’ and the ‘No to Failure’ Project and has advised on the SpLD-Dyslexia Trust ‘Seeing the Difference’ Campaign. At the National Teaching Awards 2007 he was awarded a Distinction for Special Needs Teacher of the Year London Regional Final.
Bernadette McLean is Principal of the Helen Arkell Dyslexia Centre, the first dyslexia Centre set up in the UK more than forty years ago. She is a member of the British Dyslexia Accreditation Board. She regularly contributes to regional, national and international conferences. Bernadette was on the DfES working party, reviewing assessment of dyslexic students in Higher Education; she contributed to a Dyslexia project for the Royal Borough of Windsor and Maidenhead, and co-authored two books for the Target Series for Teachers, published by Barrington Stoke. She serves as a member of SASC the National Committee which promotes standards in assessment of Dyslexia and is a founder member of the Dyslexia SpLD Trust. In September 2009 she was appointed the Chief Verifier of SpLD courses for OCR. In the past year she has edited the BDA Handbook for 2010-11 and co-authored a chapter on professional specialist teacher training for Sage publishing company.

Shirley Button is Literacy & Numeracy Coordinator at Sponne School. Born in North Yorkshire, Shirley is married with three children and lives in Northamptonshire. She previously worked at University of Sheffield and Sheffield Hallam University. She began working with struggling learners in 2001 after moving to Northants. She is a Catch Up Approved Trainer delivering courses to Local Authorities across the South of England.

Ben Payne is Co-Director of the Ministry of Stories. Ben Payne is a writer, director and dramaturg, specialising in new writing for theatre. He was previously Literary Manager and Associate Director at Birmingham Repertory Theatre where he established Transmissions, the company’s ground-breaking young playwrights’ scheme and programmed the work of The Door, the Rep’s new writing theatre.

Lucy Macnab is Co-Director of the Ministry of Stories. Lucy has a background in participation, writer development and teaching and learning. Her work is about finding ways to help people tell their stories: in print, performance, digitally, through collaboration. Most recently, Lucy was Participation Producer for Literature at Southbank Centre, where among many projects she made a Global Poetry System, a children’s production of The Rime of the Ancient Mariner and an oral history of the Royal Festival Hall.

Tricia Millar came from Canada with her family to do youth work on the Wirral. She developed That Reading Thing as a response to the boys around her kitchen table who didn’t read well enough to get a decent GSCE. She comes at reading from the perspective of a secondary English teacher with a degree in English linguistics and a background in youth work. She’s currently working on a practical approach to spelling for high school teachers.

Sarah Warburton has worked at a youth inclusion project for four years as a literacy coordinator. She has developed ThatReadingThing in Tower Hamlets, working with schools, PRUs and other youth agencies. She was a Primary school Teacher for 6 years in Kingston-Upon-Thames before moving to Stepney in East London. She is married with 2 children.
Annette Lowe gained a 2:1 in English from the University of Lancaster and her PGCE at the University of Warwick following a seven year sabbatical from education when she worked as an Analyst Programmer for a finance company. In 2002 she completed an MA in Children’s Literature at the University of Nottingham. Annette has taught in secondary schools, across all ages and abilities, in the West Midlands and Derbyshire. She has had academic and pastoral responsibilities as Key Stage 3 Co-ordinator of English and Head of Year 7 and 8. Since 2007 Annette has been Assistant Director of Read On Write Away! (ROWA!) with specific responsibility for Family Learning and School Based Services.

Josephine Roper began her working life as a scientist but re-trained as an adult teacher and taught adults basic skills, formally trained teaching assistants and volunteers and delivered the Reading Initiative in Hull. In 1998 she was appointed fulltime to set up a new community based, lottery funded project for Pooh Bear Reading Assistance Society (which gained the Queens Award for Voluntary Service in 2004 and the National Lottery Award in 2005) and subsequently became the manager of PBRAS/Read it Together. Josephine is married to a teacher with two grown up sons. She is Chair of Governors at a primary school in a ‘deprived’ area of Hull.
What works for literacy at primary/secondary transfer?

Presentation at Lemos and Crane conference, Inmarsat, London

7 July 2011

Greg Brooks
Emeritus Professor of Education.
University of Sheffield, UK

Context

About 17% of 16- to 19-year-olds have less than functional literacy

Rashid & Brooks (2010)

Context

PISA (Programme for International Student Assessment) figures for proportion of 15-year-olds in England in lowest level for reading:

2000 13%
2006 19%
2009 18%

(Bradshaw et al., 2010)
Context

Teaching reading in Europe: contexts, policies and practices (EC Eurydice Unit)

• Review in context of EU target of reducing number of low achievers in reading aged 15 to below 15% by 2020 – but increased 2000-09 (PISA)

• Covers ages 3-15 & focuses on: teaching approaches; reading difficulties; teacher education; promotion of reading in society

• Nothing specifically about literacy at transfer

Tackle the problem earlier

• Literacy demands of secondary education rapidly increase beyond those at primary level

• Pupils who arrive in secondary without at least level 4 are likely to struggle

• And there’s the summer holiday slump

What might work at transfer?

• What schemes are there?

• Do they work? = Do they have quantitative evidence of effectiveness?

• Brooks (2010) review for JJ Charitable Trust: Not many – but four are here
Schemes here today

• Helen Arkell Dyslexia Centre (Bernadette Maclean)
• Sponne School Technology Centre (Shirley Button)
• ThatReadingThing (Tricia Millar & Sarah Warburton)
• Read On – Write Away! (Annette Lowe)

Other schemes here today

• Lyndhurst Primary School (Mark Sherin)
• The Ministry of Stories (Ben Payne & Lucy Macnab)
• Read It Together (Josephine Roper)
• Durham project (Sue Beverton)

Schemes not here today

• North Lanarkshire Literacy Pilot
• ENABLE in Glasgow
  - both showed reasonable gains (Bryan et al., 2007); main feature was cross-phase teaching
• East Court School for children with dyslexia, Ramsgate (Thomson, 2003): modest gains, but better than previous progress; multi-sensory approach, including systematic phonics
One thing that may not work:

Family literacy in Y7

Brooks et al. (1999)

If parents are to be involved, involve them from Y6

Tentative ideas on good features

• Essential to engage pupils’ interest in the materials used
• 1-1 teaching often advisable
• Cross-phase teaching
• Multi-sensory
• Phonics within a broad language and literacy approach

General factors

• Unrelenting attention
• Top management has to be involved
• Single-approach solutions are not enough; effective transfer is multi-faceted
• Need creative, practical activities to tie together good principles and ideas
More information

www.interventionsforliteracy.org.uk
website hosted by Dyslexia-SpLD Trust

4th edition in preparation

More information needed

New sections in my new edition:

• Primary/secondary transfer

• Children with dyslexia/SpLD

• Disaffected teenagers – but cf. TextNow, ThatReadingThing

PLEASE SEND INFORMATION

Greg Brooks
gregbrooksuk@yahoo.co.uk
Thank you very much for your attention today, and in advance for any information you can send me:
gregbrooksuk@yahoo.co.uk

See appendix (p.35) for references

Jonathan Douglas
National Literacy Trust

Mark Sherin and Charlie Henry
Lyndhurst Primary School, Southwark
AIMS

- To provide support in literacy and study skills for year 7 pupils. The Helen Arkell Centre are providing twice weekly individual support to 12 year 7 pupils in two mainstream secondary schools, with an additional school joining shortly.

- To provide empirical and anecdotal evidence of the improvements that can be made in the literacy skills of year 7 pupils if they are provided with well targeted support by specialist teachers during their first year of secondary school.

METHOD

- Pilot study involving 1 taught group of 6 pupils.
- 3 ‘taught’ groups receiving twice weekly individual support.
- 3 control groups matched for age, sex and general ability.
- Initial assessment followed by at least 2 terms of teaching and reassessment.
- Long term follow up planned for a year after last teaching.
ASSESSMENT

- Literacy assessments for control and taught groups.
- Cognitive skills assessment for taught group.
- Pupil self-esteem questionnaire
- School tutor questionnaire with ratings on a 4 point scale including listening skills, language skills, organisation, reading, writing and memory skills.
- Family questionnaire with ratings on a 4 point scale including organisation, academic self-esteem, tiredness, concentration

TEACHING PRINCIPLES 1

- Teaching should aim to improve the pupil’s ability to access the curriculum across a range of subjects but particularly those with a heavy literacy component, e.g. history, geography, science.
- Consolidation activities should be based on the current curriculum where possible.
- Teaching should aim to improve pupil’s ability to be independent learners by encouraging them to recognise and develop a range of strategies appropriate for different situations.
- Teaching should aim to help develop skills needed in year 7 such as developing research and study skills, e.g. reading for meaning, summarizing, answering questions from a text, interpreting information and putting it into their own words, reading and following instructions, using dictionaries.

TEACHING PRINCIPLES 2

- Teaching should provide the pupil’s with opportunities for success and encourage them to take risks in order to make progress with their learning and develop their self-confidence.
- Where necessary teaching should address language and listening skills such as vocabulary development, identification and communication of main ideas, listening for detail, oral story telling.
- Areas of teaching on current IEPs include developing reading accuracy including phonic and meaning based strategies. Developing reading comprehension skills and the use of interactive reading strategies. Developing single word spelling strategies. Developing writing skills including technical writing skills, sentence and paragraph structure, planning skills and vocabulary use.
School’s Single Word Reading Assessment – Pilot Study

<table>
<thead>
<tr>
<th>Year 7 – September</th>
<th>Year 7 – March</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>79</td>
<td>85</td>
</tr>
<tr>
<td>85</td>
<td>90</td>
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<tr>
<td>80</td>
<td>97</td>
</tr>
<tr>
<td>70</td>
<td>107</td>
</tr>
<tr>
<td>70</td>
<td>70*</td>
</tr>
</tbody>
</table>

* 80% attendance

Impact on Achievement – Pilot Study

Following 2 terms of intervention the pupil's attainment was reassessed.

- Every pupil achieved increases in their standard scores across a range of measures including single word reading, prose reading accuracy, reading comprehension and spelling.

- All pupils displayed increases in standard scores for word reading with some pupils showing a gain of 10 points. In 50% of cases the standard scores moved from the below average range to the average range.

Impact (cont’d)

- Four of the six pupils increased standard scores for spelling, some by as much as 15 points.

- Three pupils increased their reading comprehension from either the below average to average band, or the average to above average band.

- All the pupils spoke very positively about the teaching and felt their performance in class had improved as a result. All of them were able to describe strategies that they now used for attacking difficult words when reading and spelling and these strategies were also evident in the assessment.
The imponderables

- other connections with the schools -the ripple effect
- levels of awareness
- language versus literacy

See appendix (p.36) for narrative of project

Overview of Sponne School’s Transition Strategy

- Aims of Intervention Strategies and Initiatives
  - Structured support to improve literacy skills
  - Whole year group support to aid smooth transition into Year 7.
- Practical Lessons Learned from our Experiences
April 2006 - Sponne had recognised that a greater number of students than the national average had below average levels of literacy on transfer.

Catch Up Literacy introduced to children in Years 2-6 across 10 Cluster Primary Schools.

Catch Up Literacy is a structured 1:1 15-minute intervention programme aimed at struggling readers from Years 2-8.

Teaching sessions delivered once or twice a week by a teacher or teaching assistant who has completed the comprehensive training programme.

Following a standardised test (Salford Sentence Reading Test) there is a comprehensive assessment procedure at the start of each child's programme.

- Identifies level at their point of learning.

The individual sessions each contain three discrete activities

- 3 minutes- Prepared Reading
- 6 minutes- Child Reading
- 6 minutes- Linked Recording

There are also a range of support materials, some computer-based.
Percentage of children achieving Level 4 in KS2 SATs - reading task

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2007</td>
<td>21%</td>
</tr>
<tr>
<td>July 2008</td>
<td>63.15%</td>
</tr>
<tr>
<td>July 2009</td>
<td>45%</td>
</tr>
<tr>
<td>July 2010</td>
<td>75%</td>
</tr>
</tbody>
</table>

September 2010- February 2011

Averages

<table>
<thead>
<tr>
<th>Category</th>
<th>Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of learners</td>
<td>48</td>
</tr>
<tr>
<td>20 girls and 28 boys</td>
<td></td>
</tr>
<tr>
<td>Chronological Age (CA) at start of intervention</td>
<td>7 years 7 months</td>
</tr>
<tr>
<td>Reading Age (RA) at start of intervention</td>
<td>6 years 0 months</td>
</tr>
<tr>
<td>Gap between RA and CA</td>
<td>-19 months</td>
</tr>
</tbody>
</table>

Catch Up Literacy Averages

<table>
<thead>
<tr>
<th>Category</th>
<th>Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of intervention</td>
<td>4.7 months</td>
</tr>
<tr>
<td>Reading Age gain</td>
<td>16.3 months</td>
</tr>
<tr>
<td>Ratio Gain (average of individual RA gain divided by duration)</td>
<td>3.78</td>
</tr>
</tbody>
</table>
January 2008 & February 2009 additional staff employed to support programme in primary schools

<table>
<thead>
<tr>
<th>Catch Up Literacy</th>
<th>National Average 7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009- Current Year 9</td>
<td>2.85%</td>
</tr>
<tr>
<td>2009/2010- Current Year 8</td>
<td>3.16%</td>
</tr>
<tr>
<td>2010/2011- Current Year 7</td>
<td>2.47%</td>
</tr>
</tbody>
</table>

Ruth Miskin Read Write Inc. ‘Fresh Start’
- Designed for pupils who experience considerable difficulty in reading because they read slowly, hesitantly and/or with a great deal of inaccuracy.
- Synthetic phonics-based reading, writing and spelling programme, which starts with the 44 phonemes of (most accents of) English and the principal graphemes used to write them.
- The scheme is structured, intensive and systematic, and relies on tailored, phonically regular yet age-appropriate texts, and gives specialist training for teachers or instructors.

Ruth Miskin Read Write Inc. ‘Comprehension’
- Talking for understanding – class debate.
- Talk for reading and understanding – paired reading and discussion.
- Developing writing – structured activities to support children’s development.

Ruth Miskin Read Write Inc. ‘Comprehension Plus’
- Texts read at three levels showing how author builds layers of meaning.
- Gives enriched understanding and vocabulary - become critical thinkers.
- Speaking and Listening skills developed daily.
- Writing developed out of reading, using structured, modelled steps.
Ruth Miskin Read Write Inc. ‘Comprehension Plus’

<table>
<thead>
<tr>
<th>Duration of intervention</th>
<th>7 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Age gain</td>
<td>12 months</td>
</tr>
<tr>
<td>Ratio Gain</td>
<td>1.71</td>
</tr>
</tbody>
</table>

Ruth Miskin Read Write Inc. ‘Comprehension Plus’

2009/2010- Current Year 8’s working below a NC Level 3

<table>
<thead>
<tr>
<th>July 2010 - Year 7 Ruth Miskin ‘Fresh Start’</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Following standardised assessment-Suffolk Reading Assessment, 55% of students in bottom sets identified with below average levels of comprehension.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 2011 Year 8 – Ruth Miskin Comprehension Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>.45%</td>
</tr>
</tbody>
</table>

English Transition Unit

- Devised in 2007 in conjunction with English Department.
- Students engaged at end of Year 6 and then continue for the first term at Sponne.
- Following an initial Study Day for Literacy Coordinators & Year 6 Teaching Staff in March 2007, two units were designed to accommodate mixed year groups.
- Drama Workshops added in 2009 and 2010 to enhance the Unit and to enable a more relaxed transition.
Recent staff cutbacks have forced slight amendments to the Unit. An English Teacher from Sponne will now deliver a Poetry Unit on the theme of 'change'.

‘Follow-up’ format remains the same:
- Work produced at KS2 displayed at Sponne.
- Development of Unit on Transition Days.
- Continuity of Unit during first term at KS3.

Additional Outcomes
- Sixth Form Mentoring Programme
- Self-Confidence
- Motivation
- Self-Esteem
- NGRT (New Group Reading Test) and YARC (York Assessment for Reading Comprehension)

Conclusion
“The salient features here seem to be substantial, targeted provision for individual pupils with firm consistent teaching approaches, supported with activities to generate interest.”

Professor Greg Brooks
Most older struggling readers are sesquipedaphobic.
I like him but he ekzajiraits

tricks and “rules” relevant elephant
Spelling
remember & impossible
remember & impossible

Spelling
dentist
accomplishment

Spelling
fractional
distillation
Key Characteristics

dignity preserving

Key Characteristics

The Deal & the flipside

Key Characteristics

fast

sap to recognition
in 3 or 4 hours
Key Characteristics

relational

TRT in Action

Student One:
White Male
Aged 14

TRT in Action

Student Two:
Bangladeshi Male
Aged 16
### TRT Results

**Ethnicity**

- White: 5%
- Mixed: 21%
- Asian or Asian British: 63%
- Black or Black British: 11%
- Chinese or other ethnic groups: 0%

Average increase of reading age was 20 months.

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### TRT Results

I can do it!

It can make sense.

I will turn up.

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### Information & Training

www.thatreadingthing.com

www.thegappproject.org
Hopes and Fears for Keystage 3

- Make new friends
- Different lessons
- Cafeteria
- Science and computer labs
- Sports Hall
- After school activities
- Having different teachers
- Making a new start
- Growing up
- Getting stuck on work
- More, harder homework
- Getting lost
- Being bullied
- Being split up from friends
- Getting told off
- Dinnertimes
- Scary teachers
- Being at the bottom of the school

Self Evaluation Areas
% of children expressing confidence

<table>
<thead>
<tr>
<th>Self Evaluation Areas</th>
<th>Target Group</th>
<th>Rest of Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Awareness</td>
<td>28.9</td>
<td>62.2</td>
</tr>
<tr>
<td>Managing Feelings</td>
<td>36.9</td>
<td>45.4</td>
</tr>
<tr>
<td>Motivation</td>
<td>36.9</td>
<td>62.7</td>
</tr>
<tr>
<td>Empathy</td>
<td>19.2</td>
<td>58.1</td>
</tr>
<tr>
<td>Social Skills</td>
<td>39.7</td>
<td>70.1</td>
</tr>
</tbody>
</table>

Term 3/4

- Explore school site
- Role Play Nightmares
- Work on presentations with Year 8
### Self Evaluation Areas

<table>
<thead>
<tr>
<th>% of children expressing confidence</th>
<th>Beginning of project</th>
<th>After Transition</th>
<th>Rest of Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Awareness</td>
<td>28.9</td>
<td>36</td>
<td>62.2</td>
</tr>
<tr>
<td>Managing Feelings</td>
<td>36.9</td>
<td>60</td>
<td>45.4</td>
</tr>
<tr>
<td>Motivation</td>
<td>36.9</td>
<td>49.2</td>
<td>62.7</td>
</tr>
<tr>
<td>Empathy</td>
<td>19.2</td>
<td>38.5</td>
<td>58.1</td>
</tr>
<tr>
<td>Social Skills</td>
<td>39.7</td>
<td>43.6</td>
<td>70.1</td>
</tr>
</tbody>
</table>

### Opportunities

<table>
<thead>
<tr>
<th></th>
<th>Better than primary</th>
<th>Same as primary</th>
<th>Qualified response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of subjects</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Variety of teachers</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Range of learning opp.</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Facilities and environment</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Personal development in lessons</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Personal development outside lessons</td>
<td>5</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Opportunity for new friends</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Concerns

<table>
<thead>
<tr>
<th></th>
<th>Positive Experience</th>
<th>Negative Experience</th>
<th>Qualified response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Lessons and homework</td>
<td>10</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Relationships with teachers</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Understanding timetable and finding their way around</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Being separated from friends</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Differences in School/Parent Perceptions

- Shared concerns about vulnerability on transfer
- Parents unaware of concern
- Shared view of likely achievement at Ks2
- Only 3 parents had realistic idea of likely achievement
- Viewed only 7 to be interested successful learners
- All but one parent said their child enjoyed learning
- School providing additional support for 7 children
- Parents did not know/understand what additional support was being given

Success and Challenges

The Primary School

- No escalation of poor behaviour
- No fixed term exclusions
- Calmer atmosphere
- Year 6 more confident about transition
Success and Challenges

The Secondary School

- Willing to give space and time – but reason not understood by all staff
- Two week timetable limited sessions
- Lack of contact weakened relationships
- Would year 7 have been better?

Success and Challenges

Parents

- Needed individual approaches
- Catch 22 of permission to contact
- Need somewhere appropriate to talk
- All are keen to help their children

Conclusions - Children

- It was valuable to use a literacy task as a challenge which allowed the children to explore issues of transition
- It is important to recognise the children who will be vulnerable on transfer and talk to them and their parents
Conclusions - Parents

- Parents need to be included as equals
- Parents’ literacy skills need to be considered by schools
- Parents’ previous experiences need to be considered by schools
- Parents need help to understand school processes so that they can give support
About LiteracyActionNet

LiteracyActionNet is a website and practitioner network produced by Lemos&Crane, commissioned by and working with the JJ Charitable Trust, based on research conducted by Lemos&Crane in partnership with the National Literacy Trust and Dyslexia Action. Over 3,800 practitioners have already joined including hundreds of teachers from primary and secondary schools.

LiteracyActionNet members use the website to:

- Engage and motivate children and vulnerable adults to take part in literacy programmes
- Develop methods and skills that make literacy projects successful
- Network with other organisations on improving local basic skills
- Learn from successful initiatives.

LiteracyActionNet is free to join. To sign up visit www.literacyactionnet.org.uk or fill in the form in your delegate pack.
Appendix – Greg Brooks, University of Sheffield

References


Teaching reading in Europe: contexts, policies and practices

Appendix – Bernadette McLean, Helen Arkell Dyslexia Centre

YEAR 7 TRANSITION SUPPORT PROJECT

BACKGROUND
Empirical* and anecdotal evidence suggests that the literacy skills of year 7 pupils can remain static or even decline during their first year of secondary education. This is particularly the case for those pupils who have received some additional support in their primary schooling, but do not meet the criteria for additional support once they enter secondary education.

The first year at secondary school is a time of immense change in many aspects of a pupil’s schooling. The pupil loses the constant monitoring of their progress across the curriculum by a single class teacher. The pupil has to navigate a new timetable, social group and physical environment, usually on a much larger scale than they are used to. They are required to be more organised and independent. The pupil is usually introduced to a wider range of curriculum areas and teaching styles. The basic skills of literacy are not the focus of teaching that they were in primary school. For a pupil who has any weakness at all in their literacy and language skills, these changes can be overwhelming and detrimental.

AIMS

- To provide support in literacy and study skills for year 7 pupils. The Helen Arkell Centre are providing twice weekly individual support to 12 year 7 pupils in two mainstream secondary schools.

- To provide empirical and anecdotal evidence of the improvements that can be made in the literacy skills of year 7 pupils if they are provided with well targeted support by specialist teachers during their first year of secondary school.

METHOD
Profile of Groups:
In the taught group a total of 12 pupils are receiving 2 x 50 minute sessions per week of individual support during school hours. The pupils are mostly at School Action. One pupil has been diagnosed with ASD and is at School Action Plus, with a helper in English who helps explain contents of work. One other pupil is at School Action Plus. 2 pupils are not on the register but were identified through year 7 entry screening as having some literacy difficulties. The pupils do not receive any other regular support. 6 pupils have received a group spelling strategies class once every three weeks. It is uncertain whether this will continue. There are 6 boys and 6 girls.

The control group consists of 12 pupils who are either not on the register, at school action stage or school action plus. The ratio of pupils in each group is similar to the taught group. There are 7 girls and 5 boys.
Both groups are split equally between two secondary schools, Weydon in Farnham and Court Moor in Fleet.

**Assessment:**
The taught group underwent a thorough assessment of current literacy attainment, cognitive skills including phonological and visual-motor processing speed, phonological skills, short-term sequential memory, verbal working memory, symbolic working memory and self-esteem. The assessments contained suggested areas for remediation.

The control group underwent assessment of current literacy attainment and self-esteem.

Attainment assessment was carried out using dual form tests to allow for retesting (except free writing).

Questionnaires were also given to the families of the taught group and tutors of the taught and control groups. These were designed to highlight family and teacher views of area of strengths and weaknesses. They will be given out again at the end of the teaching period. However, to date there has been a very poor response to these questionnaires and they are being reissued.

Attainment for both the taught group and the control group will be reassessed at the end of the teaching period.

It is hoped to be able to assess both groups again after a year to provide long term follow up.

**Teaching Period:**
The teaching period started in November and December 2010 and will continue until at least half term of the summer term. Each pupil receives 2 x 50 minute periods a week.

**Liaison:**
Each school has been assigned a specialist teacher. The teachers were given a copy of the reports and are also in touch with the special needs department in each school.

**Content of Teaching:**
Teaching is tailored to suit the individual needs of each child, with the following principles:

- Teaching should aim to improve the pupil’s ability to access the curriculum across a range of subjects but particularly those with a heavy literacy component, e.g. history, geography, science.
- Consolidation activities should be based on the current curriculum where possible.
- Teaching should aim to improve pupil’s ability to be independent learners by encouraging them to recognise and develop a range of strategies appropriate for different situations.
- Teaching should aim to help develop skills needed in year 7 such as developing research and study skills, e.g. reading for meaning, summarizing, answering questions from a text, interpreting information and putting it into their own words, reading and following instructions, using dictionaries.
• Teaching should provide the pupil’s with opportunities for success and encourage them to take risks in order to make progress with their learning and develop their self-confidence.

• Where necessary teaching should address language and listening skills such as vocabulary development, identification and communication of main ideas, listening for detail, oral story telling.

• Areas of teaching on current IEPs include developing reading accuracy including phonic and meaning based strategies. Developing reading comprehension skills and the use of interactive reading strategies. Developing single word spelling strategies. Developing writing skills including technical writing skills, sentence and paragraph structure, planning skills and vocabulary use.

Caroline Bark, Project Manager
Helen Arkell Dyslexia Centre
26th January 2011

* The White Paper, Higher Standards, Better schools for All (published in 2005), highlights that the transition from one phase to another, and from one school to another can be particularly challenging. Galton et al. (1999)1 identified the impact of this on motivation and attainment. The study found that transfer to secondary school can result in a dip in motivation and a slowing down of progress with up to 40% of pupils failing to make expected progress during the year immediately following a change of school. In a subsequent review of evidence (2003) it was found that approximately 30% of pupils made no progress in mathematics between Year 6 and Year 7 with the figure jumping to approximately 50% in English and science.

Transfers and transitions have been linked to underachievement, not only in this country, but internationally. In a National Foundation For Educational Research (NFER) survey (QCA 2006), transfers and transitions were identified as leading to a dip in attainment in Germany, Ireland, Italy, Scotland, Spain and Tasmania (Australia) as well as in England. – ‘What Makes A Successful Transition’ Department for Children Schools and Families 2008.

A study by Galton, Gray and Ruddock (1999) aimed to explore the idea that pupils suffer a ‘dip’ in their academic progress after transition, and to identify any successful strategies for raising and maintaining standards across transition. The findings support the suggestion of an academic ‘dip’ post transition as the results highlighted some cases where Y7 pupils’ learning appeared to stagnate or regress. A reported two out of five pupils failed to make progress during their first year after transition. – The National Strategy ‘Strengthening Transfer and Transitions’ Department for Children, Schools and Families’

The ‘Evaluation of Pilots to Improve Primary and Secondary School Transition’ by the Scottish Executive in 2007 highlighted ‘anecdotal and research evidence that suggests there is a dip in pupil attainment at the point of transition’.