



**SOUTH AND EAST CHRISTCHURCH**

**REPORT ON THE SHARP READING INITIATIVE: Linwood Avenue School, Year 3/4**

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**Introduction:**

Linwood Avenue approached RTL B at the end of 2015, with a request for RTL B to consider supporting an initiative around introducing the SHARP Reading Programme to the Year 3/4 area of the school. This was to be a “Special Project” which RTL B would support as an opportunity for the teachers, who were already working collaboratively, to develop a seamless system of reading instruction throughout the four classes. The SHARP Reading programme was introduced in March 2016.

As in every class there are a range of levels of reading within the cohort. The SHARP reading programme aims to meet the needs of all readers by systematically developing reading and comprehension skills relevant to all reading levels. The professional development consisted of learning about Stage 3 of the SHARP reading programme which alongside accuracy of reading, focuses on developing retelling and comprehension skills. This involved two after school sessions plus two inclass observations and feedback sessions for each teacher. A third after school session allowed the teachers to learn about Stage 1 and 2 SHARP Reading, designed for students still working through decoding. Two staff (including the SENCO) were also trained to be Inschool SHARP ReadingTrainers.

All training was provided by Hilton Ayrey.

**SHARP Reading Pre and Post Teacher Reflection Data.**

Four teachers.

**Ratings:** (Scores 1 strongly disagree - 5 strongly agree)

Questions	Pre avg	Pre Range	Post avg	Post Range
1. I think my reading programme is working very well.	3.5	3-4	5	5
2. Comprehension is a strength of my reading programme.	3.25	2-4	3.75	3-4

3. I am confident in teaching comprehension.	3	2-4	4.75	4-5
4. Reading is the best part of my dsy.	2.5	2-3	3.75	3-4
5. I believe I have an indepth understanding of teaching reading.	3	2-4	4.5	3-5

## Questions

Parts of my programme going well?

(PRE)

- Variety, engagement, clear rotations, understanding of next step needs using targets, routines, transitions,
- Teacher tasks are relevant to what is being taught, learning intentions.

(POST)

- Planning is so much easier and with better reaults, Childern are getting a better understanding of what they are reading and are more conscious of whether or not they get it (self monitoring skills improving.
- Easier because it's the same programme, splitting hgiher kids with Kristine and lower kids with myself. 5 Bits – no planning but still havin a strong meaningful reading plan
- Children being organised for guided reading – glue sticks. Pencils, Rotations smoot. Children generally engaged, Much less time required.
- Routine well established, children unpacking sentence detail well, using gestures to aid ITTM, Children identifying own road blocks.

Parts I would like to develop?

(PRE)

- Developing stronger comprehension skills, more time with each group, comprehension,
- easier and less time consuming planning, child led programme, children to verbalise learning and identify own next step
- present programme too time consuming.

(POST)

- Quickening my delivery,
- Working with Hilton to further personalise the Stage 3 programme to develop a 'pre laoding" part of the routine to aid poor knowledge.
- I would really like to learn the Stage 4 part of the SHARP programme as I believe that one of my groups could do with extending.

- Meaningful activities once children have finished reading with Teacher and are working on their own.

### SHARP Reading Informal Prose Inventory Results

March Results – pre SHARP reading programme

June Results – After one term using SHARP reading programme

Concern

Improvement

Name	Rdg Lev	Acc	Retell	Comp	Rdg Lev	Acc	Retell	Comp	comment
B	8.5-9	99	72	75	9-10	99	86	90	Move onto 10-11
I	9-10	96	22	25	9-10	99	44	60	Inc accuracy retelling and comp.
J	8.5-9	98	55	70	9-10	99	42	55	Inc level – keep at this level to build retell/comp
L	9-10	94	11	25	9-10	98	44	85	Inc in retell and comp
L	9-10	96	28	60	9-10	100	56	95	Ready for next level
M	8.5-9	98	33	70	8.5-9	97	30	68	Retest to confirm
R	8.5-9	98	50	65	8.5-9	97	50	75	Inc comp ready for next level
S	8.5-9	98	22	60	8.5-9	98	50	68	Inc in retell and comp
S	9-10	98	44	75	10-11	98	44	75	Inc in level
T	9-10	95	28	50	9-10	98	44	75	Inc in Accuracy, retell and comp

### Comments from some of the students.

- Don't like it
- I like learning more stuff about the stories.
- It's cool!
- It's hard. Some of the words you don't know what they mean.
- Better than normal reading. After you've read it, everyone reads it together. the teacher says "what you think that means" (sic)
- I just love it. I like reading.

## SUMMARY

All four teachers in the Y3/4 area and the SENCO of the school have attended 3 after school professional development sessions with Hilton Ayrey. All have adopted the SHARP reading programme and are using it four days a week for all reading groups in their classroom programmes. All of the teachers have been observed teaching instructional reading, using the SHARP programme, by Hilton, and have received feedback. The Team Leader and SENCO have been trained to provide ongoing support of the programme within the school

In March teachers were asked to complete a short rating scale and answer two questions about their classroom reading programme. This same tool was used at the end of Term 2. Results suggest SHARP reading has increased the teachers' confidence in teaching reading and particularly around developing comprehension skills with their students. All teachers have identified next steps for their ongoing development.

In March student data was collected using the Informal Prose Inventory (IPI, Ayrey, 2001) and a randomly selected group of 10 students covering each of the four classes. IPI has been designed as "a collection of graded texts ... to enable teachers to identify needs for instruction" by providing "diagnostic" information on the use of reading strategies. The author notes that "levels and the Noun Frequency Readability Scale are the same as those used in the Reading Comprehension PAT" resource. (Ayrey, 2001,p2). Data was again collected at the end of Term 2.

Comparing both sets of results shows an overwhelming increase in the students reading and comprehension skills, with 90% of students showing increase in one or more areas and 30% increasing their level of reading and continuing to show high levels of accuracy, retelling and comprehension.

A randomly selected group of students were asked to comment on the SHARP reading programme. Comments were 67% favourable of the programme.

Overall, the introduction of the SHARP reading programme has elicited positive gains for teachers and students.

### Reference:

Ayrey, H. (2001). Informal Prose Inventory. Christchurch: Handy Resources.