



Four Acres Academy

Learning today for life tomorrow

Shared reading across the Key Phases and the impact it had on reading attainment and enjoyment

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Purpose of the research

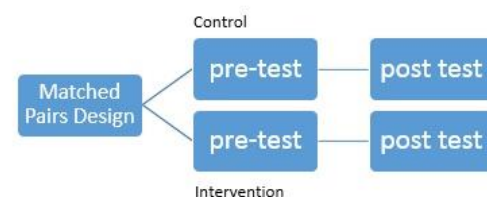
Exploring reading and raising attainment is something we are keen to improve at Four Acre's Academy, particularly in the Early Year's.

We have been granted a small amount of funding through Hugh's memorial project to look at what motivates children and parents in reading. This research will be a starting point on what to focus on in reading next year and how it can be taken forward even further in Four Acre's Academy

The research design

A matched pair design was used with a pre-and post-test. The Independent Variable (reading attainment and enjoyment) was operationally defined by creating two conditions:

- IV Level I – Control condition (reading in class)
- IV Level II – Experimental condition (buddy reading across phases in top hall)



Methods

There were 3 classes involved, 1 from Foundation Stage 2, one from Key Stage 1 and another from Key Stage 2. Combined was a total of 72 children- 36 in control group and 36 in the intervention group (not all data was admissible).

The children were in matched-pairs based on their current reading attainment.

The participants were randomly allocated into the control or interventions conditions using Excel

Procedures

At the end of the day for 15 minutes, the children who were in the intervention group would come down to Reception and share their reading materials with one another. This happened twice a week for 6 weeks across term 5 and 6.

Materials and Apparatus

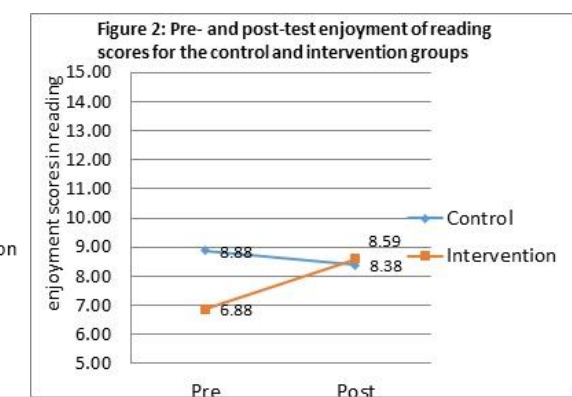
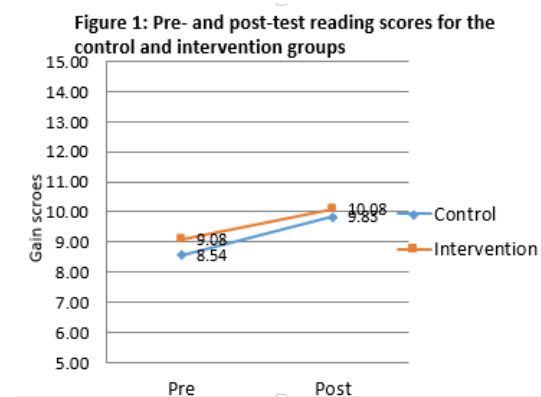
A variety of reading materials (magazines, non-fiction and fiction books/ picture books etc.)

Children were invited to bring materials in from home in which they could share and read during the reading sessions.

Limitations

- Sample size.
- The measuring of in attainment in KS2 proved difficult- children who were on a level described as a 'free reader,' were already the highest in terms ding levels and therefore no identifiable progress could be made. Therefore some data was inadmissible. Ended up focusing on Key Stage 1 and Early Year's.
- Time constraints- was only over a 6 week period at the end of the day for 15 mins twice a week.
- Matched pairing on reading levels may not have taken into consideration individual characteristics and attitudes to reading.

Results



Gain scores were first calculated (Figure 1 above) A Wilcoxon signed-ranks test (one-tailed), produces a non-significant result (p = .216). However there was a small negative effect on progress (r = -0.111), for the children who were exposed to the intervention of buddy reading compared to normal reading in class. Therefore buddy reading across the key phases has had no increase on attainment. There were a total of 52 participants.

Gain scores were first calculated (figure 2 above). A Wilcoxon signed-ranks test (one-tailed) produces p = 0.046. There was a medium effect size, r = 0.299. Enjoyment levels increased across the data. This data reflects a total of 32 participants across the key phases.

Conclusions and recommendations for future research

This was a small preliminary study. Buddy reading has shown a slight negative effect on attainment, however enjoyment increased. It poses more questions as to why and how we could continue to improve reading enjoyment as well as attainment at Four Acres Academy. Children were match-paired on reading attainment and perhaps this study could be conducted again- pairing children on a chosen behavioural characteristic instead, to reduce individual characteristics.

