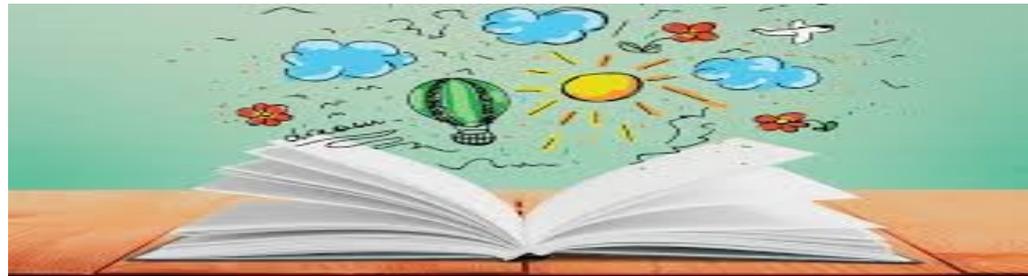


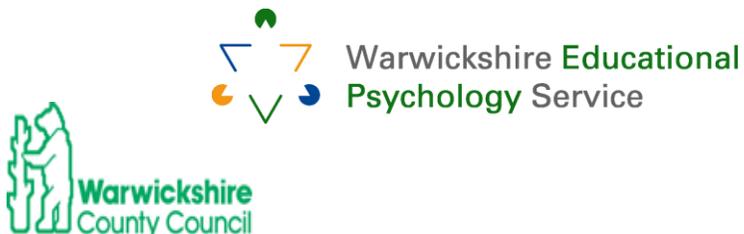
# SASC CONFERENCE 2022

**Literacy for All: Working in partnership to implement an inclusive, systemic LA approach to meeting literacy needs in schools using Assessment Through Teaching**



**Sarah Crawford**  
**Specialist Senior Educational Psychologist**

**Jo Ward**  
**Senior Educational Psychologist**





Jo Ward is a Senior Educational Psychologist for Staffordshire County Council and has practised for 22 years. Sarah Crawford is a Specialist Senior Educational Psychologist (Cognition and Learning) for Warwickshire County Council and has practised for 16 years. Jo and Sarah previously worked together in Staffordshire, and during this time developed their longstanding and mutual interest in instructional psychology and its application to the teaching of literacy. Sarah moved to Warwickshire in 2012 and since then, Staffordshire and Warwickshire have worked in partnership to develop and implement county-wide guidance for schools, *Teaching reading, writing & spelling to children & young people with literacy difficulties: Practice Guidance*. The Guidance includes resources to support school staff in identifying, assessing, and addressing the literacy needs of all children experiencing literacy difficulties, and advocates for assessment for intervention as soon as difficulties arise, before considering assessment from specialist support services.

Jo and Sarah deliver training to specialist support services within Local Authorities nationwide, contribute to the Applied Educational Psychology Doctorate course at University of Nottingham, and are both on the working group for the Division of Educational and Child Psychology (British Psychological Society), reviewing the guidance for Educational Psychologists working with children and young people with persistent and severe literacy difficulties.

# Reading: Central to Social Justice

Reading is fundamental to education, as a source of enjoyment, and as the currency underpinning all other learning and acquisition of knowledge

*Fluency of reading is also a key indicator for future success in further education, higher education and employment*

Teaching reading framework (DfE, 2021)

*PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status*

OECD report 2021



# The National Context

## Opportunity for all

Strong schools with great teachers for your child

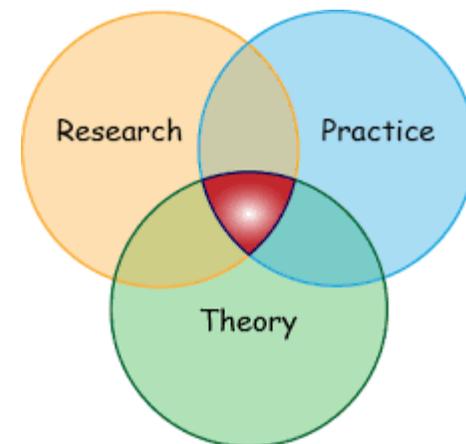
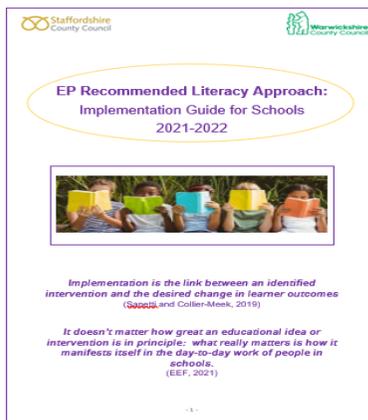
Presented to Parliament  
by the Secretary of State for Education  
by Command of Her Majesty

March 2022

## DfE data 2018-2019:

- **18%** of children not meeting phonics standard in Year 1
- **25%** of children not meeting expected standard in reading end KS1
- **27%** of children not meeting expected standard in reading end KS2
- **28%** students achieve lower than Grade 4 in GCSE English Language at end of KS4
- The government's Levelling Up mission for schools is that **by 2030, 90%** of children will leave primary school having achieved the expected standard in reading, writing and maths, up from 65% in 2019 (DfE, 2022)

# Aims:



## To outline

- **The context:** The development of county wide approach to tackling reading difficulty in Warwickshire & Staffordshire
- **The Staffordshire & Warwickshire EP Recommended Approach:** what does this look like?
- **Operationalisation within Graduated Response:** The role of the EP in supporting implementation
- **Positive outcomes:** The impact of the EP Recommended Approach so far
- **Wider EP practice:** What are the implications?



## A commitment to:

- Promote the right to read for all
- Early identification, good quality assessment and intervention
- Fair access to available resources and expertise
- Raising the capacity of schools to meet need
- Bridging the gap between research and classroom practice

# ASSESS – PLAN – DO – REVIEW

SEN SUPPORT – School Responsibility via the implementation of the Graduated Response – SEND CoP

**A whole school approach to SEND**  
Greater support with whole school initiatives to ensure training, culture, ethos

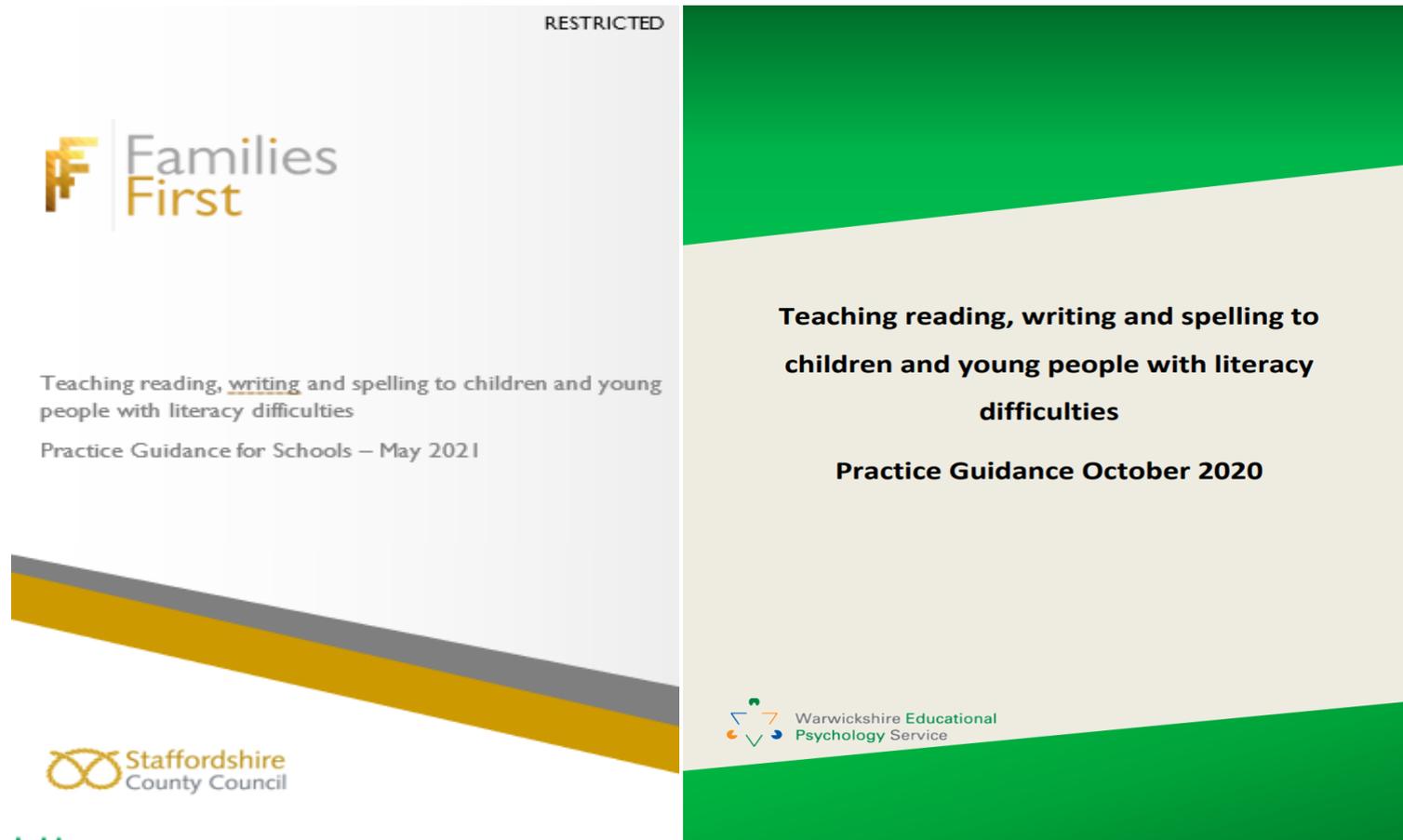
**Classroom approaches to SEND**  
Ensuring classroom teachers are able to identify needs early and confident to support a range of needs

**Targeted cycles of assess, plan, do and review**  
Incorporating advice from specialist support services

**EHC Needs Assessment Request**

# ASSESS – PLAN – DO – REVIEW

# Why this approach?



RESTRICTED



Teaching reading, writing and spelling to children and young people with literacy difficulties

Practice Guidance for Schools – May 2021

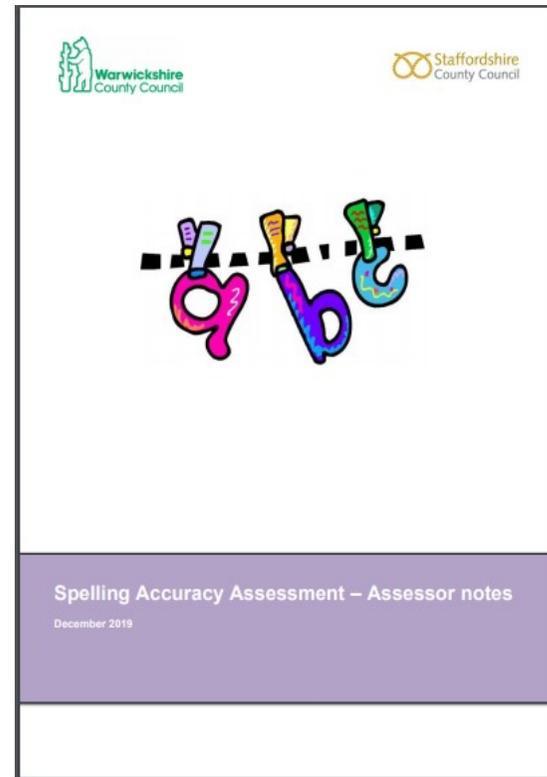
**Teaching reading, writing and spelling to children and young people with literacy difficulties**

**Practice Guidance October 2020**



# Literacy Assessments

- School based assessment
- Assessment over time



# Intervention and Support



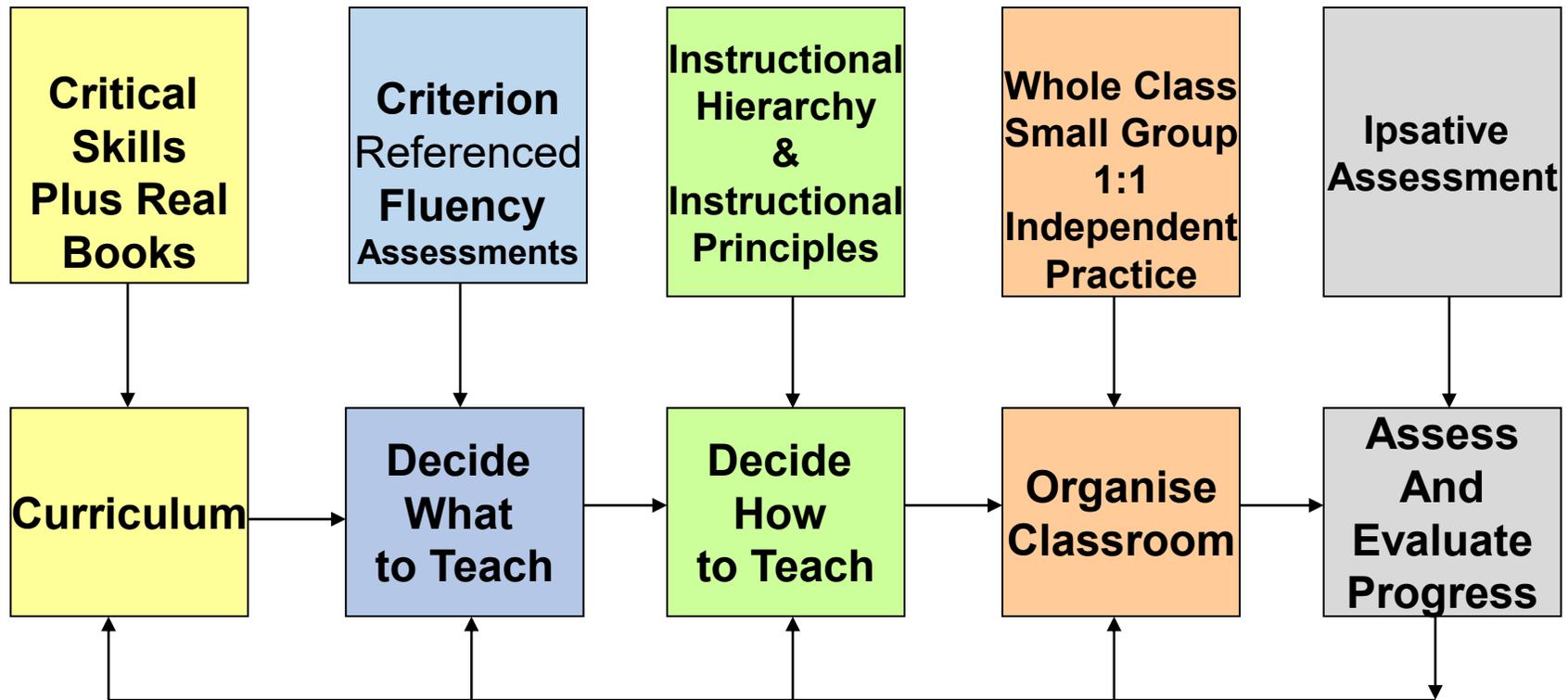
- **Curriculum Access**

- Curriculum Content and Curriculum Delivery
- Reasonable adjustments in the classroom
- Generalising mastered skills

- **Skill development**

- Intervention specific to targeted skills
- Using evidence-based core instructional principles

# Assessment-Through-Teaching



Solity (2020)

# Operationalising the Guidance:

Warwickshire County Council

Warwickshire Educational Psychology Service



## Accelerating Reading Skills: Closing the Gap

### Need to accelerate reading skills after lockdown?

### Need an intervention that teaches less for greater effect?

Warwickshire Educational Psychology Service is providing a series of live Webinars for **primary and secondary school staff and other professionals**. This training is free to access as part of our work virtually supporting schools. All 3 sessions must be attended.

Underpinned by the most up to date reading research, these training sessions will provide:

Twilight 1: **Wednesday 30<sup>th</sup> September 2020 4:00 – 5:00pm**  
An outline of the **reading theory and research** and an understanding of why this intervention works, the core instructional principles and the critical skills that are needed to become a competent, independent reader.

Twilight 2: **Wednesday 7<sup>th</sup> October 2020 4:00 – 5:00 pm**  
A series of **assessments** that will provide you with a complete profile of the child's knowledge of written English, that can be completed by any member of staff following training. This will enable the school to collate **data** on all children's reading skills and will evidence progress throughout the year in each area of reading.

Twilight 3: **Wednesday 21<sup>st</sup> October 2020 4:00 – 5:00 pm**  
Training on how to **interpret** the assessment results and plan and deliver the reading intervention. The **intervention** will take less than 15 minutes a day but will lead to improvements in: sight vocabulary knowledge, phonic skills, reading fluency and generalisation, and most importantly an enjoyment of books.

If you would like to sign up to watch the Webinars, there are 2 ways you can do so, either:

- Click on "Warwickshire EPS webinar" link below
- Scan the QR code using a smart phone, or tablet

If you have problems accessing the link or QR code below please call the Educational Psychology Telephone Line on: 01926 742 921.  
Once signed up, the webinar will be available to watch via the email link for up to 30 days after the event.

[Warwickshire EPS Webinars](#)



Warwickshire Educational Psychology Service

Staffordshire County Council



## ACCELERATING READING SKILLS

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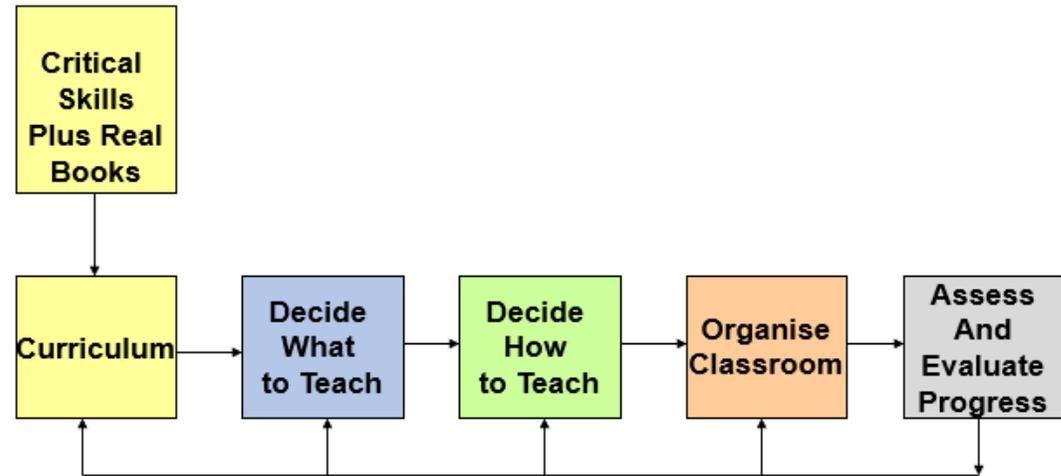
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[Staffordshire EPS webinar](#)



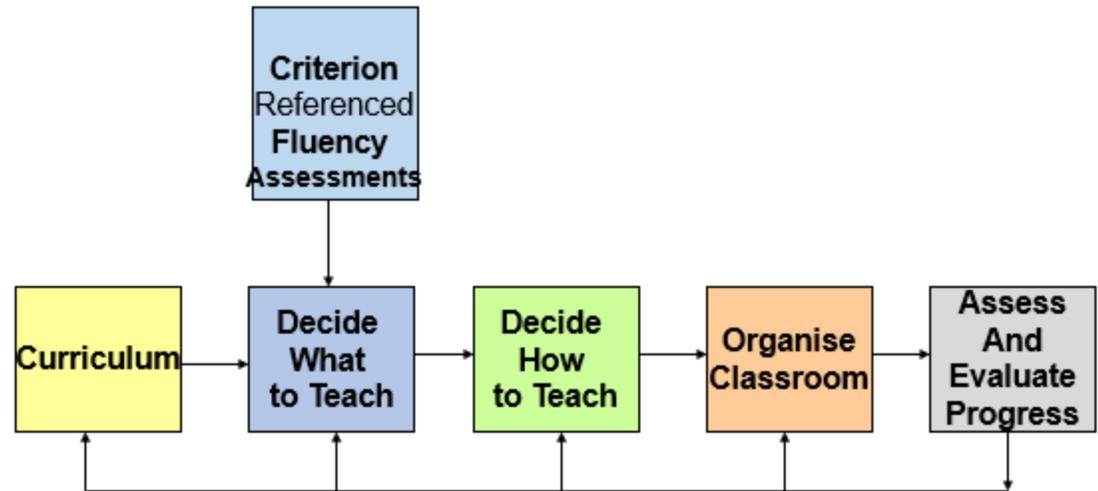
If you have problems accessing the link, please email [jo.ward2@staffordshire.gov.uk](mailto:jo.ward2@staffordshire.gov.uk)

# Webinar 1: The reading Science The Curriculum



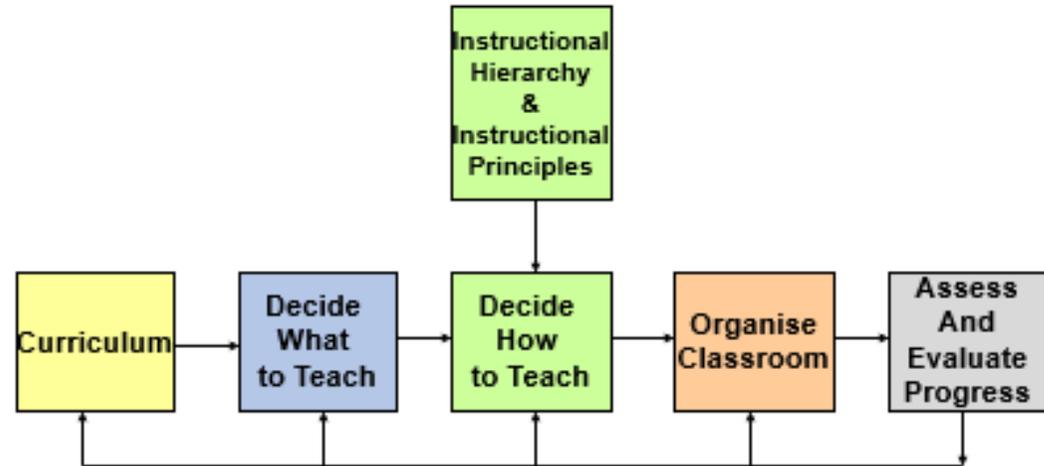
- Theory and rationale for the approach
- Critical Reading skills – teaching less for greater effect

# Webinar 2: Assessments Administration



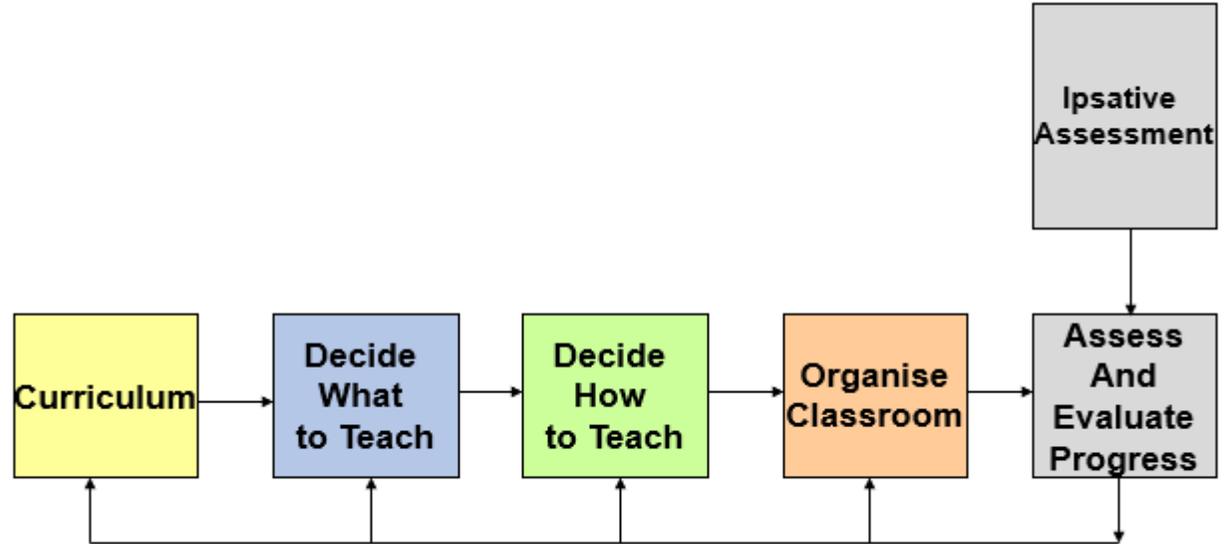
- **Standardised assessment: reading age - for progress**
- **EPS Reading skills based assessments**
  - Accuracy, fluency & generalisation of critical reading skills
  - Plan targets for intervention

# Webinar 3: Intervention



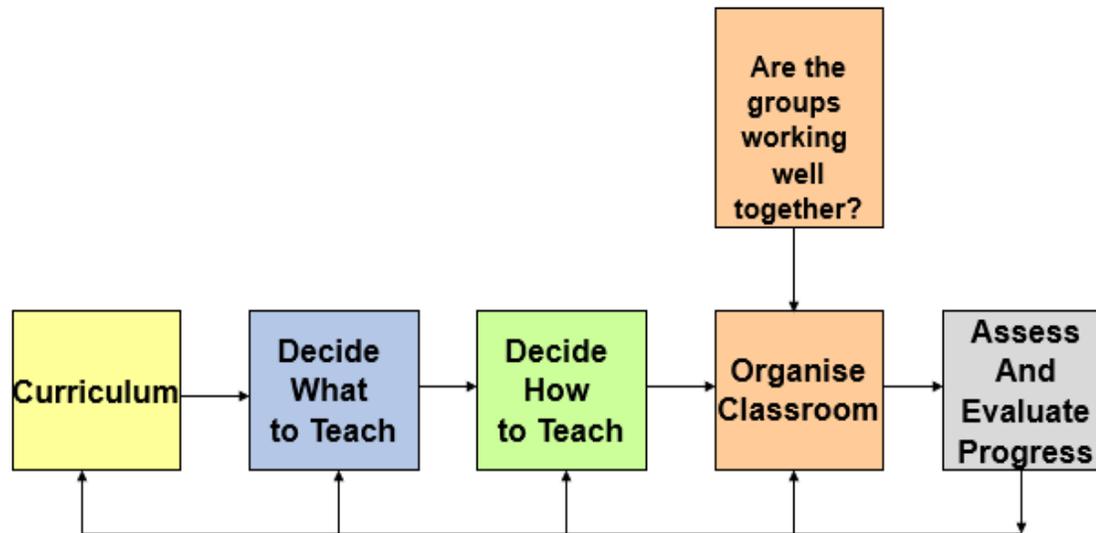
- **Instructional Principles**
- **Planning and delivering intervention**

# Webinar 3: Progress checks



- **Weekly checks:**
  - Common words
  - Phonic skills
- **Termly checks:**
  - Generalisation assessment
  - Reading age

# Importance of Implementation Support



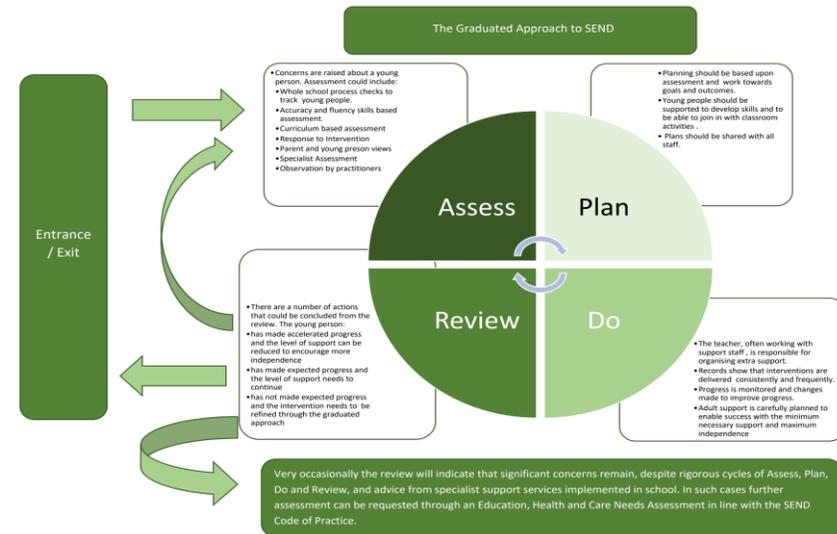
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*“It doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.”*

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# Implementation – How do we operationalise?

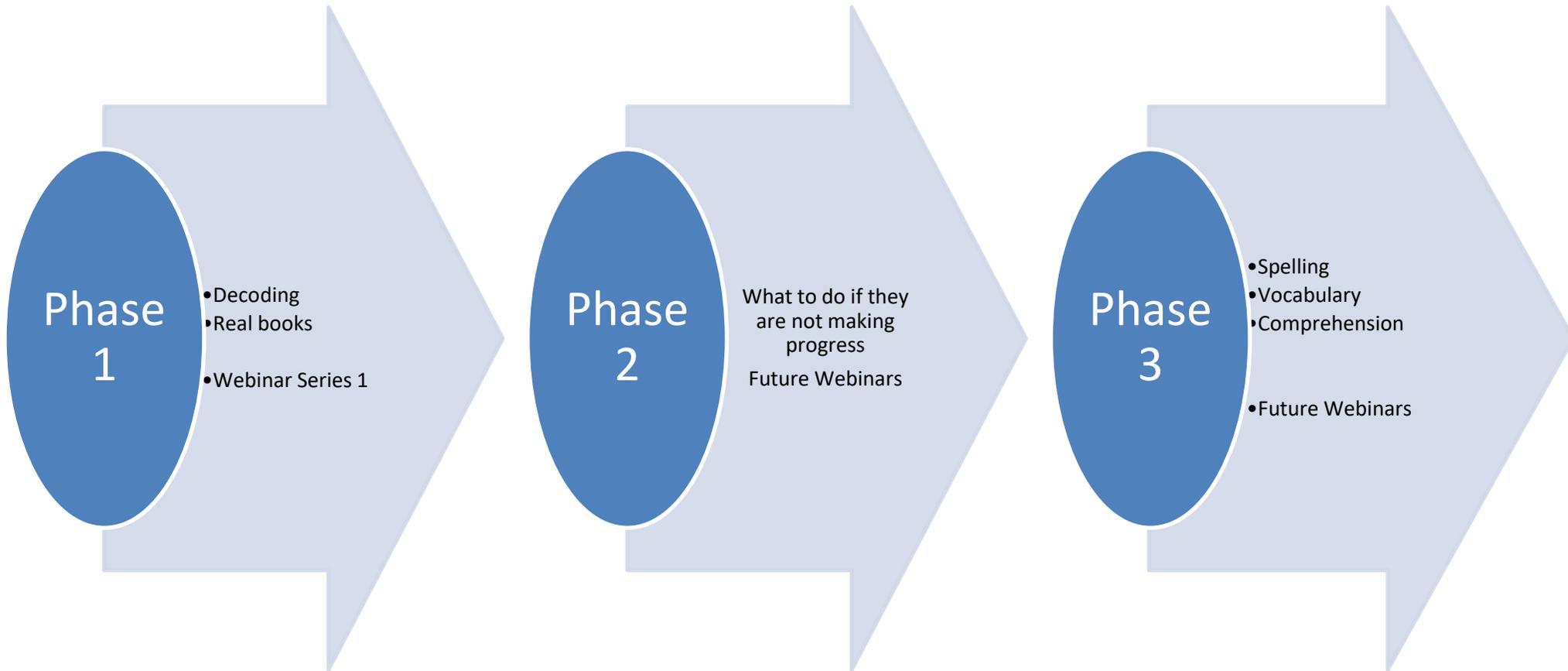


- How can the EPS disseminate the information to schools?
- How can the EPS support schools in implementing the intervention?
- How can the EPS support schools in monitoring and refining the intervention?

# Pilot Project – Staffordshire Summer Term 2021

- 30 schools
- Assistant EP support
- Monitoring visits
- Accelerated progress despite COVID-19

# EPS Recommended Approach to Literacy



# Implementation in Schools

## Phase One: 10 Steps

1. Discussing school priorities
2. Identifying children who need reading support
3. Complete EPS assessments
4. Identify common word target
5. Identify phonics target
6. Plan intervention
7. Deliver intervention
8. Weekly checks
9. Run intervention for 12 weeks
10. Termly reassessment

**EP Recommended Literacy Approach**

**10 Steps for Implementing the Intervention in schools:**

**PHASE ONE**

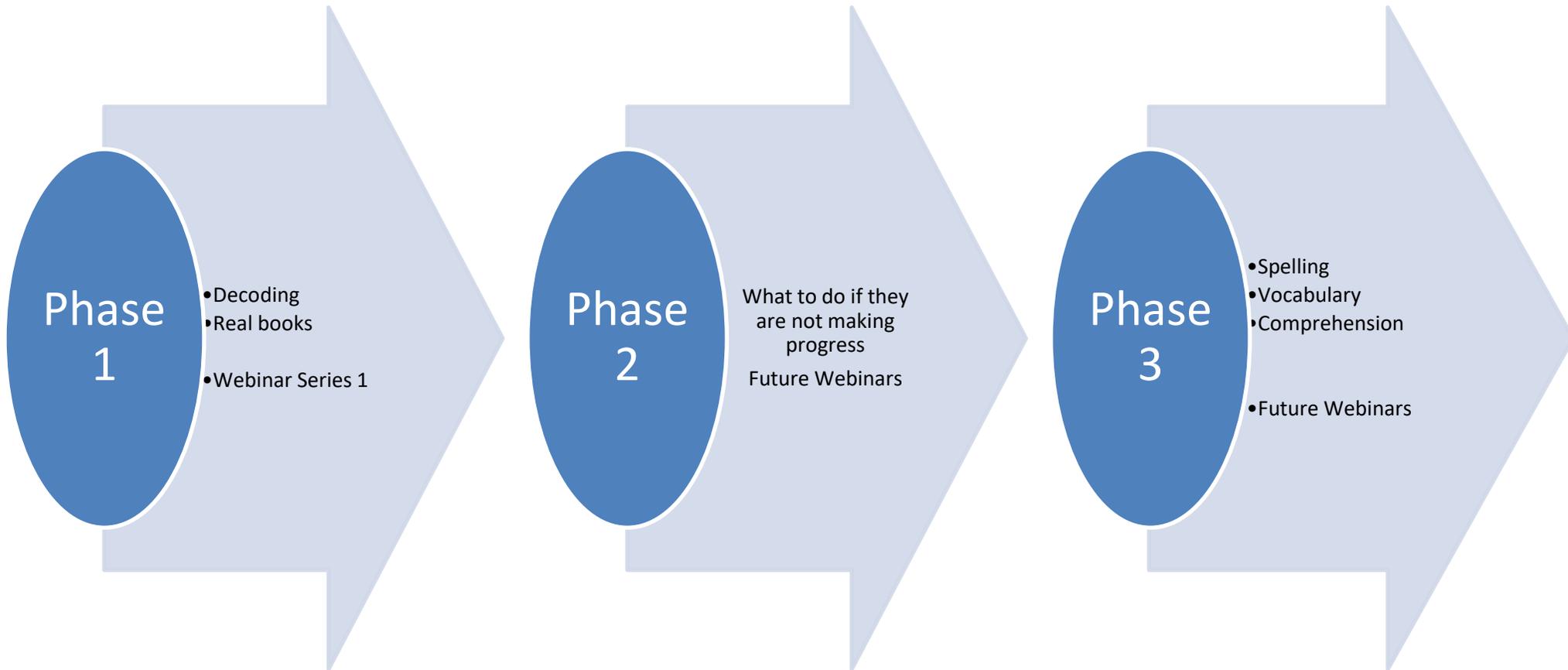
1. Discuss school context and priorities
2. Identify children that need reading support
  - Use school assessments/ Reading age data
  - Complete pre intervention questionnaires (optional)
3. Complete the baseline assessments
  - Reading age – e.g. Salford Reading Test
  - Fluency assessments
  - Generalisation test
  - Record on Class Assessment Sheet and Class Record Sheet (optional)
4. Use the results of C1-5 to identify a ~~baseline~~ **word** target (e.g. 3/5/10/20 words from the 100 words)
5. Use the results of synthesis and P1-10 to identify a phonics skill target (e.g. to synthesise CVCC words, to identify 10 letter sounds, to blend and read CVC words, to blend and read words including digraphs ck, qu and ai)
6. Plan intervention by:
  - Deciding whether it will be delivered individually, in a small group or within the whole class
  - Identifying the skills/words that will be taught for each student
  - Deciding which real books that the students will read
7. Deliver the intervention at least daily and each session to include:
  - Teaching common word target using direct instruction (2 minutes)
  - Teaching phonics skills target using direct instruction (2 minutes)
  - Reading together from a real book (10 minutes)
8. Each week:
  - Complete fluency probe for common words related to target
  - Complete fluency probe for phonics skills related to target
  - Record on Weekly Fluency Assessment sheet
  - Record on Class Assessment Sheet when accurate and fluent (optional)Use results of weekly assessments to either continue with target or move on or move back as necessary.
9. Run intervention for 12 weeks
10. Evaluate:
  - Reassess using generalisation assessments and reading age.
  - Complete post intervention questionnaires (optional)

**Decision Point:** If happy with progress – continue with another 12 week intervention and move to **Phase 1 two**

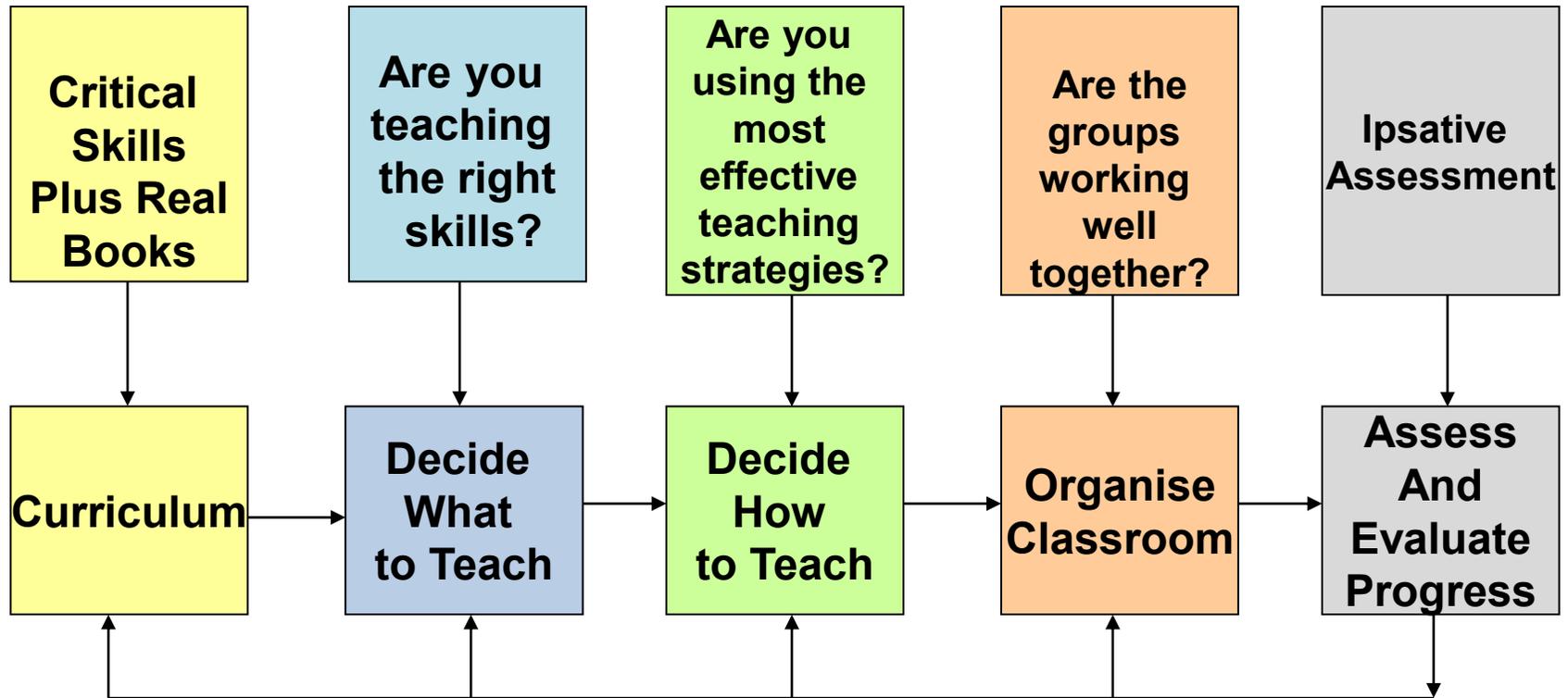
If concerned about progress – move to **Phase 1 two**

- 4 -

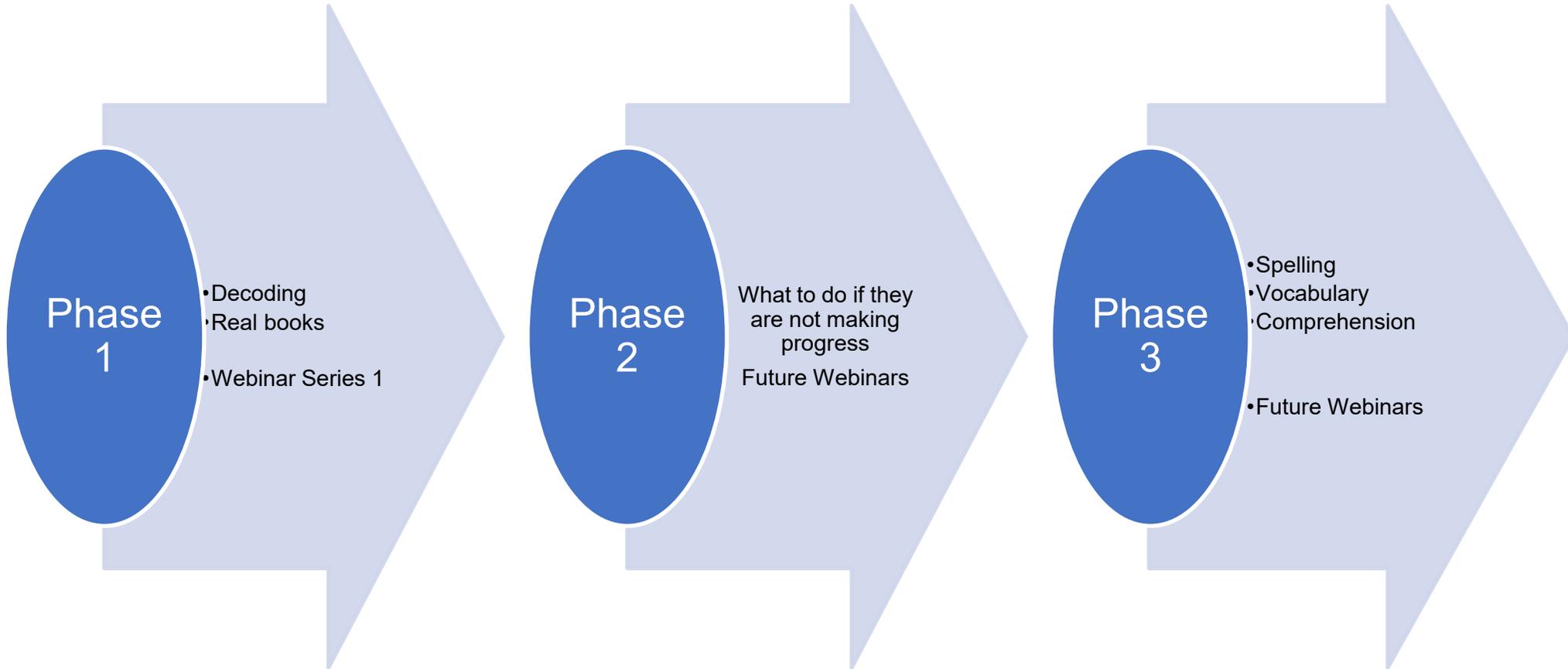
# EPS Recommended Approach to Literacy



# Ways forward when the learner is not making progress



# EPS Recommended Approach to Literacy



# Phase Three

- Spelling
- Vocabulary
- Advanced Reading Skills
- Reading Comprehension



# Implementation so far



- Summer Term 2021 pilot: 18 SCC schools
- Autumn Term 2021: +93 SCC schools + Warwickshire pilot
- Spring Term 2022: +40 SCC schools
- Summer Term 2022: + Warwickshire schools

Mainstream – primary and secondary

Special generic – primary and secondary

PRU – primary and secondary

Language Unit

- **235 children – 9 months reading age progress in an average of 4 months (SCC)**
- **16 children – 12 months reading age progress in 3 months (WCC)**

# Support to schools – Core Offer

## Resources:

- CC Literacy Guidance Document
- First series of 3 webinars
- EPS Accuracy, Fluency and Generalisation Assessments

## As part of the implementation support:

- Allocated Assistant Educational Psychologist
- Implementation Booklet
- Monthly Network Sessions/Further training
- Future Webinars and resources in progress

## Specialist Support Services

# What is going well in schools so far?

- Specific lead/TA with dedicated time to deliver the intervention daily
- Increased confidence in children noted by staff
- Enjoyment of the real book and reading together
- Staff have noted that monitoring visits and discussions with AEPs have been useful and they've felt supported
- Schools have started with class groups and have rolled out whole school approach
- Staff confidence has grown in delivery of the intervention become creative in delivery
- Schools have also received support from Specialist Teaching Service



# Feedback from Colleagues...

**'...How great your accelerated reading webinars are – really clear and encouraging'.**

Senior EP in South East

**'... It's good for us to have the theories and research to back up our advice around teaching specific skills well and delivering interventions little and often'.**

Autism Service Teacher

**'...I am already blown away by how comprehensive it is'.** EP in Midlands.

**'Thank you for the webinars and the resources, particularly the baseline assessment which has been so useful'.** Year 3 TEP.

**'The resources are incredibly helpful and will shape our approach to supporting children with additional literacy needs'.** EPS Midlands.

# Feedback from Schools...

***'Because of the success so far, we have decided to run the programme at our other federations.'***

***'We are in the early stages but so far, the intervention is working really well - both children and staff are enjoying it which is lovely'.***

***'Our TAs are loving this!'***

***'... How superb I thought your reading webinars were... What you have said makes a lot of sense and I can really see the benefit with our children'.***

***'I'm jumping up and down...!' due to the positive results seen after 3 months of starting the intervention with a child.***

***'... A quick word of heartfelt thanks... I am already excited to try this with some of the children in my class'.***

# Feedback from Parents/Children...

## Parents:

**'Reading was a pleasure not a chore...'**

**'X is starting to get more confident with reading.'**

**'Really pleased so far with the progress he has made. Thank you.'**

**'Not making as many mistakes with certain words.'**

**'X is reading well. Learning words.'**

## Child:

**"I think my reading has improved a bit. I do enjoy reading more now but I would still rather play"**



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