



CASE STUDY

The Challenge

During the 2016 Summer Term, a Primary School in Caerphilly, South Wales contacted the Local Authority Advisory Teacher Team to ask for help in improving the reading skills of Key Stage 2 & 3 pupils.

The school had 190 pupils on roll, some of whom were reading well below their chronological age.

The Solution

An Advisory Teacher from the team met with the Head Teacher and Senco to discuss the situation and recommend options for improvement.

The Rainbow Reading programme was recommended due to the successes previously experienced by other schools in Caerphilly. Resources were initially loaned to the school by the Advisory Teachers Team.

The Implementation

The Salford Sentence Reading Test was used to take a baseline assessment prior to the intervention.

22 pupils were selected to participate in the programme between September 2016 and July 2017.

- Group A consisted of 12 pupils with a reading age of 18 months or more behind their chronological age. These pupils accessed the intervention for 10 months.
- Group B consisted of 10 pupils with a reading age of 6 months or more behind their chronological age. These pupils accessed the intervention for 6 months.

Responsibility for implementing the programme was assigned to a Teaching Assistant, who received training from the Advisory Team. Pupils then began using the programme for 30 minutes every day. Ongoing support and monitoring was conducted by the Advisory Teacher, including observation of sessions with feedback.

The Impact

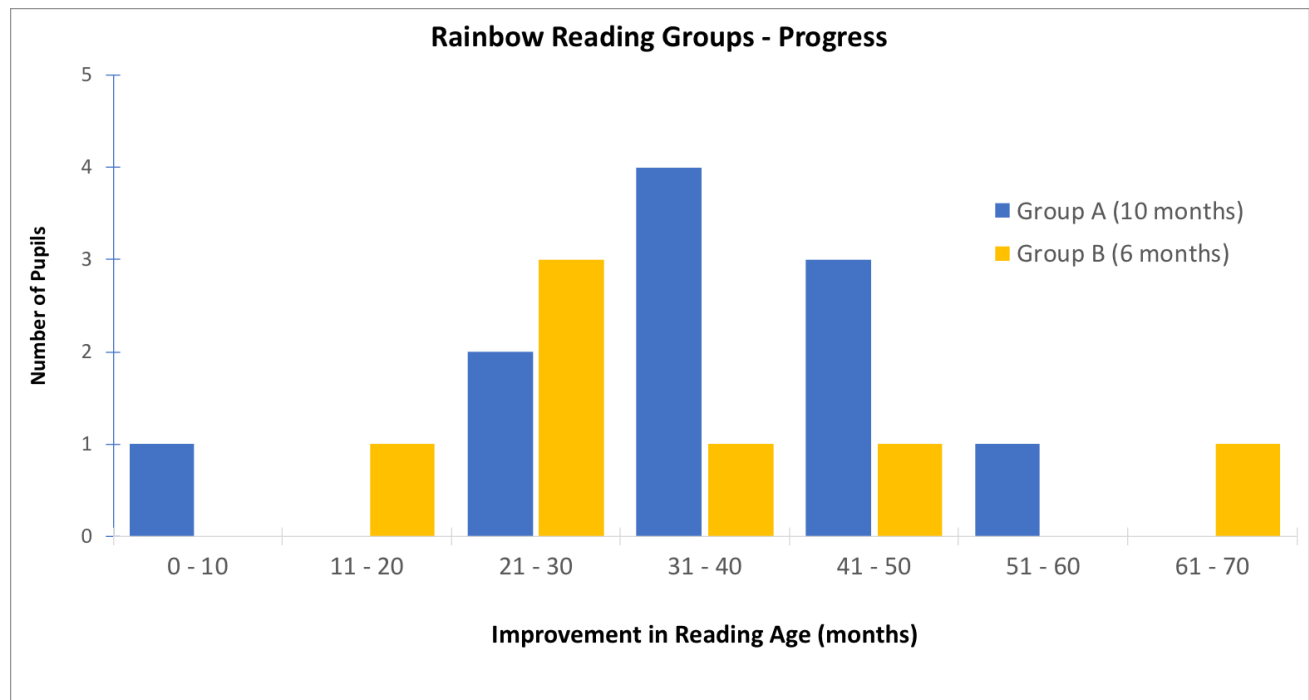
Pupils were re-assessed post intervention, again using the Salford Sentence Reading Test. The results were as follows:

Group A (after 10 months)

- The average gain in reading age was **32.2** months.
- 100% of pupils made between 9 and 50 months progress.
- 83% of pupils made at least 24 months progress.

Group B (after 6 months)

- The average gain in reading age was **31.5** months.
- 100% of pupils made between 13 and 67 months progress.
- 80% of pupils made at least 25 months progress



Feedback from teachers and pupils revealed that children involved in the programme not only benefitted from increased enjoyment in reading, but also recognised a positive impact on their confidence and well-being.

Here are some of the comments made by the children before and after use of the Rainbow Reading programme:

Pupils were asked:

How did you feel about reading before using the Rainbow Reading programmes?
and

How do you feel about reading now?

Before:

I couldn't read and I felt sad

I hated it

I find big words hard to read

It was hard

I needed help reading and felt
different to everyone

After:

I feel really happy now I can read

I love it, it has changed my life

I enjoy reading, it is fun

Now I can read in class and I can understand
words

Happy coz I can read which helps me in
class – I'm proud of myself.

Feedback received from the parent of a pupil at the school:

"My daughter has struggled with reading since starting school and this has affected her confidence in most aspects of her schooling. Since starting Rainbow Reading she now has a reading age and is willing to try to read new books. Most importantly her confidence has grown, and she is speaking for herself in school and in daily aspects of life."

The Future

Having experienced the success achieved by pupils using the Rainbow Reading programme, the school's Senior Management Team decided to purchase a full set of Rainbow Reading resources. Pupils at the school continue to use the programme and enjoy the benefits of their improved reading skills.

All Information and results supplied by Caerphilly County Borough Council Advisory Teacher's Team