

**School of Teacher Education**

# THE HOPE CHALLENGE PROGRAMME

## CASE STUDY

2016/17

<b>PROJECT TITLE:</b>	Reciprocal Reading Project
<b>SCHOOL:</b>	Holy Trinity Catholic Primary School, Garston
<b>LEAD:</b>	Katharine O'Neill
<b>NUMBER OF TRAINEES INVOLVED:</b>	5
<b>YEAR / COHORT:</b>	BA (QTS) Year 4
<b>NUMBER OF PUPILS INVOLVED:</b>	20
<b>CLASS YEAR:</b>	Year 6

### AIMS

To develop reading comprehension skills (with a focus on inference) using the reciprocal reading model.

### IMPACT/OUTCOMES

Although I will not be basing the research on outcomes for the classteacher or pupils, the classteacher commented that the project impacted on the way the pupils talked about texts and said it has really developed their confidence in reading comprehension. The head also noted that the project has had an impact on the classteacher's pedagogy and approach to teaching reading comprehension.

The aim of the project was always about confidence, enjoyment of reading of pupils and encouraging dialog, so can only be measured qualitatively as it was only a five-week project. For the trainees, it was about sustainability and incorporating the strategies in their own teaching, which will also be qualitative data.

### DISSEMINATION (INCLUDING RESEARCH)

The focus of my MA research project is to explore the extent to which participation in a school-based intervention programme based on the reciprocal reading model, has a sustainable impact on trainees' teaching practice, specifically their teaching of reading comprehension skills. Descriptive data analysis will be used to compare pre and post measures of self-efficacy. In order to build a richer picture, a mixed methods approach will be chosen by combining questionnaire responses; case studies; analysis of trainees' work; focus group responses and trainees' reflections to explore the way in which participation in the intervention impacted the teaching of reading comprehension.

## SUSTAINABILITY/NEXT STEPS

Trainees have been encouraged to implement Reciprocal reading on PPL 4. One trainee has already introduced Reciprocal reading with her year 1 class and will continue to use it on PPL 4b. Another trainee has arranged to lead a group in her year 4 class and the teacher is very enthusiastic about her doing this with the whole class. She will start with the higher ability group and then develop this across the other ability groups. Those trainees who have been unable to implement it on PPL 4a are going to try to do some Reciprocal Reading on PPL 4b, either with a group or just incorporating some of the strategies (predict, question, clarify, summarise) into their teaching to develop comprehension skills.

The factors which have been seen as barriers to the sustainability of the project are: time, SATs and working with the whole class rather than with groups on PPL 4.