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| Lesson Study : Case Report Proforma Helen Lewis Yr.1 St Christopher’s |
| **Title of case study**  Using lesson study to develop teaching strategies that enable reluctant readers to become independent learners, during guided reading sessions in Year 1. |
| **Who might find this case report useful?**   * Year 1 teachers * Primary school literacy co-ordinators |
| **Key points:** Write two key bullet point messages to capture the attention of someone who may want to read this case study on the web   * Lesson study is a thoughtful, supportive process that enhances professional development. * Focused discussion not only impacts on planning but also on pupil progress. |
| Names and usual roles and contact details of LS group members   * Helen Lewis - Reading Recovery teacher (Y1) * Dave Harrop – Yr 6 teacher, Literacy Co-ordinator, SMT * Rachel O’Connor – Reception/ FS2 teacher, CLLD strategic leader |
| Section A: Context and overall aims  St Christopher’s school is located in Speke, an area of deprivation. Our school is two form entry with a high percentage of free school meals. We want our children to reach their full potential and thrive. We have developed good community links.  In Foundation Stage the starting points of our pupils is well below age expectations on entering Nursery, however the majority of pupils leave reception having made good progress. Our curriculum is child led and allows the children to explore their understanding through practical activities to become independent learners.  There are a high percentage of children with learning difficulties but as a whole school we have developed and continue to work on consistency across the school to make sure these children continue to make good progress. Whole school tracking systems help to identify early any children who may require additional support. We offer lots of intervention groups and after school activities.  Our focus for Lesson Study was guided reading as reading is part of our school improvement plan. The team is also in charge of monitoring Literacy throughout the school and Lesson Study was a chance to make sure there was consistency in its delivery.  The group is made up of three teachers, I am the Reading Recovery teacher in the school. My background is therefore accelerating the learning of pupils who need additional reading support in Year 1. Dave teaches in Y6 and is a member of the SMT. Dave is the overall Literacy Lead and has the bigger school picture in mind when sharing ideas with the team. Rachel represents the Early Years and has responsibility for phonics across the school. |
| Section B. Aims of the LS, class(es) and case pupils you worked with |
| Ofsted identified that the school needs consistency with assessment to inform planning and set challenge in the last report and guided reading has been a focus of our school improvement plan for the last couple of years. It would also be more insightful for me to focus on reading given my Reading Recovery role.  Our overall aim was to check consistency over the key stages of the guided reading sessions. We wanted to improve the way we deliver our sessions to get the most out of our children’s learning experience. It also gave an opportunity to see differentiation across the key stages.  We used our book banded reading schemes and the proforma for planning we had all been given when planning and delivering our lesson study sessions.  As a Reading Recovery teacher I do not currently have a class. I therefore decided to use two of my Reading Recovery children as the focus children and asked their class teacher to identify children who were in the same guided reading group.  Case pupil 1 is a confident child who has a good level of vocabulary, always eager to contribute in discussions. As Case pupil 1 was beginning to blend some unknown words independently, I felt he could be challenged to begin to identify and use chunks in his reading, which would enable him to blend his letters more quickly.  Case pupil 2 is a very quiet child, who lacks confidence and needs encouragement to enter into discussions. Also tends to rely very heavily on the picture cues when reading. Case pupil 2 is also beginning to blend some unknown words, but sometimes lacks the confidence. I therefore wanted to develop her use of reading strategies to enable her to become a more confident reader.  During our lesson cycle both pupils were working at level 1c, book band yellow. Alongside the other members of their group. |
| Section C: Your first research lesson1) (RL – planning, delivery, observations and analysis meeting |
| 16th January 2013  Book title – The Big Match (Oxford Reading Tree Songbirds), Yellow book band 1c.  L.O- Can I blend some unknown words and begin to use chunks?  I taught the lesson while my two colleagues observed.  Case pupil 1 made more progress than expected during his lesson. He was confident, very vocal and showed a good vocabulary. Able to identify chunks in words and had a keen awareness of a range of reading strategies. In his interview, Case pupil 1 identified using blending when he got stuck as a way he could improve his reading. The best part of the lesson was the individual reading.  Case pupil 2 made some progress during the lesson, but was very quiet and needed prompting to contribute to the session. She liked one to one attention and displayed a lack of confidence. Yet, made good use of the picture clues in the story to develop her reading. In her interview, said she learnt how to carry on reading and think what makes sense when she gets stuck.  Identified how practise at home is important to improve her reading.  Even in a small group of children it was evident that different teaching strategies are required to allow children to learn effectively.  In Research lesson 2, I needed to look at the timing of the lesson and also make sure sufficient reference is made to the lesson objective. With Case pupil 1, I need to continue to develop the strategy of chunking. While with Case pupil 2, I need to make sure she is given more opportunities to contribute during the session. |
| Section D: Your second research lesson (RL2) – planning, delivery, observations and analysis meeting |
| 23rd January 2013  Book title- Gran is Cross (Oxford Reading Tree Songbirds), Yellow book band 1c.  L.O- Can I blend some unknown words and begin to use chunks?  I found from my first lesson that the children in the group preferred individual teaching. So throughout this lesson I tried to include every child in some part of the discussion or activity.  Individual reading was also a focus of the lesson. Case pupil 2 in particular will need more individual attention to participate in the lesson.  Case pupil 1 was making good progress, the surprise was the amount of detail that Case pupil 1 got from the pictures. Extremely eager, identified the characters in the story and was able to review some of the reading strategies. Also showed an understanding of the emotions used in the story e.g. ‘Gran was cross cos the frog broke her cup.’ In his interview Case pupil 1 liked the fact it was a tricky lesson, likes to be challenged,. The best part of the lesson was identifying and using the strategy cards.  Case pupil 2 seemed more confident during this lesson, still very quiet and appeared to worry about getting an answer wrong. She still preferred one to one with an adult and lacked confidence, needed prompting to contribute during the lesson. Very good use made of the picture clues in the story. Also able to blend the words, but and sad. In her interview, said she enjoyed ‘reading the end of the story with Mrs Lewis the best.’ Identified that she had learnt how to find words in the text.  In Research lesson 3 with Case pupil 1, I need to make sure that he is challenged throughout the lesson and during independent reading is able to track his own text. With Case pupil 2, I need to ensure that she is able to identify and use chunks in words and track the text independently when reading. As Case pupil 2 relies heavily on the picture clues. I will remove the visual prompt during independent reading with the teacher, to allow her to focus on the text. |
| Section E: Your third research lesson (RL3) – planning, delivery, observations and analysis meeting |
| 30th January 2013  Book title- The Shopping List (Oxford Reading Tree Songbirds) Yellow book band, 1c.  L.O- Can I identify and use chunks in words and track the text independently?  From my second research lesson I found that both my focus children had issues with tracking their own text during independent reading. Case pupil 1 could become easily distracted and lose his focus on the text. While Case pupil 2 relied on the picture cues and did not always focus on the text.  Therefore, throughout the lesson I will be checking that both children are able to track the text independently.  Case pupil 1, very pleased with the progress he has made throughout our Lesson study. More than expected, eager, confident and first to contribute during discussions. He knows what strategies to use when he is struck, loved the strategy card game. Now able to blend unknown words confidently and use chunks. Also able to track his own text, although can get distracted by other children. Good comprehension skills, able to answer the focus question. Case pupil 1 pointed to the man saying ‘that’s odd.’ In his last interview said he learnt unusual words like ‘Yasmin’ and his favourite teaching method was the strategy cards. I now feel confident that Case pupil 1 has developed the strategies to make him an independent reader.  Case pupil 2 is making progress, but has not made the expected progress as the rest of the group. She is still very quiet and lacks confidence in a group session. However, I felt that Case pupil 2 did contribute more to the lesson today. She volunteered information by recognising the chunks sh and th. She was also able to independently find the page numbers in the book.  Case pupil 2 attempted to track the text independently, able to achieve this one to one. She was able to identify a chunk, sh, but blending does need to be quicker. During her last interview Case pupil 2 said she enjoyed reading with everyone and the aspect of teaching that worked best for her was one to one reading with the teacher. To improve the lesson she would like more individual attention. On- going work is needed with Case pupil 2 to develop her blending and chunking skills. Her tracking of the text in group sessions will also need to be reviewed. |
| Section F Impact on pupil learning and progress |
| Although our lesson study was only over a three week period, it was clearly evident the impact it had made on the children’s learning and their progress. The children all made progress, though Case pupil 1 did stand out as having made accelerated progress.  I was especially pleased as I could see the confidence in the group growing. Even Case pupil 2 who was very quiet and lacked confidence in group sessions, by Research lesson 3 was volunteering information to the group and becoming more involved.  As the lessons were focused and well planned, it was evident how eager the children were to learn from each new book.  I was amazed at the amount of detail that the children were able to gather from our books. Dave Harrop even commented in our post lesson 2 discussion, at the detail Case pupil 1 was able to gather just from the pictures in the book. Using visual aids, the strategy prompt cards, enabled the children to focus on what they could do if they were stuck with their reading. This enabled them to become more independent learners.  Short, focused lessons really do have a positive impact on the children's learning even in three sessions. |
| Section G Impact on practice and future teaching |
| Although as a Reading Recovery teacher I deliver a prescribed lesson, there are aspects of our Lesson study that I will be able to use during my lessons.  Having the luxury of time to discuss a lesson with colleagues and use critical analysis to identify what the children have learnt and how the lesson could be improved to enhance the pupil's progress was very insightful. Working with two other colleagues enabled us to utilise each other's strengths and skills.  It also showed how important well prepared, focused lessons are. In my Reading Recovery lessons book choice is very important, to build on the child's previous learning. I will ensure that in future lessons, extra time is taken on book choice for individual children, to ensure the maximum impact on learning.  My aim in Reading Recovery is for children to make accelerated progress and become independent readers. From our Lesson study I found that the visual aid of the strategy cards encouraged the children to independently access what they can do when they are stuck in their reading. I am currently using these cards with my new Reading Recovery children. |
| Section H: Impact on departmental and school approaches to teaching, learning, supporting pupils with learning difficulties, and CPD. |
| This is still currently under discussion in our school. Lesson study is a very useful method of professional development training that we feel could be beneficial in maintaining consistency in guided reading across all key stages. It could also be considered in supporting NQT's develop their practice.  Our Head and SMT will need time to plan how this could be further developed as a model within our school. I feel lesson study has the potential as a CPS model in any subject area. |
| Section I: Personal reflections |
| *.*  *I have found the whole Lesson study experience very enlightening. Just being given the time to discuss with colleagues the learning that takes place throughout our school has been invaluable. Seeing how reading strategies that are used in our Reception class are further developed and used in Year 6. It was also a great opportunity to see how the children have progressed from Nursery to Year 6, as I taught some of our present Year 6 children in Nursery. Supportive, positive observations are beneficial to both staff and pupils.*  *As a Reading Recovery teacher it also enabled me to share my expertise with colleagues in our school.* |