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| Lesson Study : Case Report Proforma |
| **Title of case study**  **USING LESSON STUDY TO DEVELOP STRATEGIES TO HELP PUPILS OVERCOME THE PROBLEMS WITHIN READING** |
| **Who might find this case report useful?** Give two suggestions (6 words each)* Senior management **–** for professional development.
* All teaching staff, particularly NQTs
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| **Key points:**  **“One group –many individual needs” = accelerated progress of children****“Three heads are better than one” = supports professional development** |
| Names and usual roles and contact details of LS group members**St Francis de Sales Catholic Infant and Nursery School:****L Hannant – ECAR teacher** **P Madden – Year 1 teacher – member of SMT****C Forshaw – Year 2 teacher** |
| Section A: Context and overall aims (250 words)St Francis de Sales Catholic Infant and Nursery School is a 4-form entry voluntary aided infant school in North Liverpool. The children come from a mix of socio economic backgrounds with the majority entering our nursery well below age related expectations. The children are grouped in phases for phonic teaching throughout the school. Children have access to a wide variety of books using the book band system and have guided sessions twice a week with their teacher or teaching assistant. Children experience multi-sensory reading activities on a daily basis. We focus on developing literacy skills across the subjects through the continuous provision area and every classroom has a book corner. Several intervention programmes run throughout school, led by TAs, for example A-Z, Talking Partners and Precision Teaching, as well as support from two Reading Recovery teachers. This support enables all children to access the curriculum. We want all our children to enjoy reading, feel confident as a reader and to want to read.Our LS group has a range of experience - an experienced Reading Recovery teacher; an experienced FS/KS1teacher who was Literacy Coordinator and is part of the senior management team and a teacher in her second year of teaching, bringing fresh ideas to the group and keen to take on the new approaches to improve reading. Over the past 12 months there have been some links with the ECAR teacher and class teachers through the AtoZ programme and observation of reading recovery sessions. We are now looking to improve teaching of reading by developing teachers’ knowledge of strategies based on the reading recovery model. |
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| **Section B. Aims of the LS, class(es) and case pupils you worked with**500 words |
| Our focus was on guided reading following monitoring of phonics and guided reading by SMT and support and training from a consultant. Although we recognised the importance of phonics in reading the monitoring showed that many of the children were totally reliant on phonics and were reluctant to use any other strategy to decipher unknown words. Our aim was to ensure the children used phonics first when appropriate but were confident with a variety of strategies when tackling new texts. We wanted to improve the way all children approached unknown words and ensure they were always reading for meaning. We also wanted to ensure the books selected for guided reading were based on the children’s interests and enabled them to enjoy reading. A further identified area for improvement was to develop teachers’ knowledge and understanding of how to teach a variety of strategies during Guided Reading sessions dependent upon children’s individual strengths and areas of development.Key research we referred to were [www.lessonstudy.co.uk](http://www.lessonstudy.co.uk) and [www.worldals.org](http://www.worldals.org). The ECAR teacher has also shared a number of Marie Clay’s Reading Recovery research techniques in Lesson Study during the planning, teaching and evaluation stages.The children selected as case studies for the research lessons (across two cycles altogether) were two Year 2 boys reading in a guided group of four boys on green level. Child A –was not making expected progress. He was very lacking in confidence and self-esteem, was very reliant on an adult for support, was very reliant on sounding out and appeared not to retain prior teaching. Child A is a slow processor and, furthermore, wasn’t moving through the book bands. After completing 20 weeks of RR during the previous summer term when he progressed to orange band , he was unable to retain this following the summer break and returned to green band the following November. The LS team were trying to build up his confidence and make him more independent as well as helping him to read for meaning, understanding, enjoyment, a purpose, read ahead and use expression. Child B – was not making expected progress either but for different reasons. He was a passive learner and looked to the others for reassurance, was very reliant on sounding out, was very timid, lacked confidence and seemed to fear getting the answer wrong, especially in a group situation with more dominant boys. Child B came up to Year 2 on orange book band however, went back down to green book band during the first term. Thanks to Lesson Study, he is now reading at orange/turquoise. |
| Section C: Your first research lesson1) (RL – planning, delivery, observations and analysis meeting (300 words) |
| CYCLE 1Book – Hello, Big HeadWe wanted the children to learn how to use other strategies besides sounding out to decipher new words. The teaching approach was to encourage children work to out the word by reading on and looking at pictures solve new words using print detail (including punctuation) while attending to meaning and syntax. During the post lesson discussion, we discovered that Child A knew what all the strategies were and answered questions correctly. This was not what we expected. Child B put his hand up to answer questions. He was behaving as expected.Other members of the group were more independent than Child A. The strategy to read on and then to re-read did work. The children found it hard to answer the interview questions. In RL2 lesson, we discovered that we needed to be more explicit with the teaching focus. We decided to focus on the verbs in the book during the walk through. We would ask Child A to get his mouth ready for each new word. For Child B, we decided to focus on the verbs in the book during the walk through. We would tell Child B a word if he was really stuck on it and told him to ask the teacher for support. The teacher would help Child B to use the strategies and if he still could not work it out, the teacher would tell him and then he would re-read the sentence for meaning. Also, before beginning, the teacher would tell Child B any words that he may not know and probably could not work out e.g. auntie. |
| Section D: Your second research lesson (RL2) – planning, delivery, observations and analysis meeting (300 wds) |
| CYCLE 1Book – Clumsy ClaraAgain, we wanted the children to learn how to use other strategies besides sounding out to decipher new words. The teaching approach was to encourage Child A to get his mouth ready for words before he said them. Child B was asked to put his hand up if he was struggling to avoid him being stuck on a word for a long time. During the post lesson discussion, we discovered that Child A was looking at the beginning of each word. He also self-corrected when he said clumsy instead of Clara. This was what we hoped would happen. Child B responded well to being asked questions directly and he began putting his hand up without prompting. He used expression when reading. Overall Child B exceeded expectations.In RL3, we realised Child A needed a lot more support talking about the story before and looking at the pictures. This could also be done when he was stuck on a word. We also decided not to use Child B’s name so much the following lesson to assess whether or not he was responding. We would use it again if he was not answering questions. We wanted Child B to tell the group about the story. |
| Section E: Your third research lesson (RL3) – planning, delivery, observations and analysis meeting (300 wds) |
| CYCLE 1Book – Alf Saves the DayWe wanted children to use other strategies to help them decipher unknown words, however, the strategies that both children needed were quite different. The teaching approach for Child A was to encourage him to use the pictures when he was stuck and again get his mouth ready for the first sound of the word. Afterwards, he was asked to think about the strategies he had used. For Child B, his name would not be used as much to see if he was engaged anyway. Again, he was encouraged to ask if he was stuck. Child B had to tell the others in the group about the story to help him articulate and ensure he had understood the story. One of his errors would also be used as a teaching point in the plenary.  During the post lesson discussion, we discovered that Child A was more involved with the group and had more confidence in his ability due to the walk through of the book on the previous day. He knew the strategies to use in order to work out words. He did self-correct on a number of occasions using the strategy of getting his mouth ready to say a word. This was what was expected. Regarding Child B, he worked very well independently and displayed confidence. He used the strategy successfully to work out the words ‘really’ and ‘watched’ therefore he was reading for meaning and understood the story. He was very relaxed and was smiling as he looked through the books. Overall Child A exceeded expectations.In future guided reading lessons, we thought that Child A should explain exactly what the strategy of reading on means, perhaps by giving an example. Also he should explain how he knows what a word says. We should always praise him, for example, if he makes a mistake say “*I know why you said that.”* etc.Next time with Child A, we should just concentrate on the first few pages and go through it with him thoroughly. Later he could read on alone. Child B needs to be confident enough to have a go. For Child B, we decided we should go back to using Child B’s name to keep him involved. Next time, we would ask the children to tell the story as if they were the character/narrator. Perhaps we would choose a book with more speech or a rhyming book would be good for prediction. |
| Section F Impact on pupil learning and progress (250 wds) |
| Overall, we discovered from the planning, observations and evaluations during Lesson Study that both children were becoming more independent, seemed to be enjoying reading more and were accessing different reading materials. Moreover, they were more interested in books, were reading for meaning, using a variety of strategies, could discuss what they had read and could take it into project work. We feel they can pass on what they know to others and are ready to tackle the more challenging texts in turquoise book band level. In the future these children who now know other strategies to decipher new words other than sounding out, will be able to learn more independently because they have the knowledge, skills and confidence to have a go on their own. More multisensory activities such as magnetic letters, labelling a diagram and questioning/answering based on the book in pairs will now be included in future guided reading sessions to build upon their knowledge of strategies. We now feel confident that the children will continue to move up the book band levels at a more accelerated pace as they continue to build upon their skills.Child A: “If I don’t know a word, I read on and go back.”Child B: “I look for a two little words in a big word.” (someone)Possible extrapolations onto the longer term impact are that their knowledge of books will be transferred to their writing. We should then see an improvement in their punctuation, spelling of key words, use of extended sentences with interesting vocabulary and connectives. Furthermore, we hope they will be able to see the reciprocity of reading and writing.  |
| Section G Impact on practice and future teaching (250 wds) |
| Lesson Study will affect my future teaching because I will now look at individuals within a group, especially the quieter children. I must also make sure I am including them. I plan to do more teaching in guided reading particularly during the walk through e.g. by bringing in key words/magnetic letters. Child A: “If I’m not sure, I can make the word with magnetic letters.”Furthermore, I now realise the importance of the book choice, especially in a single sex group, for interest as well as ensuring it models the strategies I am focusing on. Regarding the two children I focused on, I am now more sensitive to their individual learning needs, not only in Guided Reading, but also across the curriculum. I have also realised the effect different personalities can have on other children in a group, for example, a louder, more confident child grouped with a quieter child who lacks self-esteem and feels less confident in front of their peers could be detrimental for their learning.As a result of this Lesson Study, our school plans to carry out more peer observations in the manner of Lesson Study initially for guided reading. This will ensure that all children are using a variety of strategies alongside their phonics when reading and all staff will have the opportunity to access the skills and expertise already in school from the Reading Recovery teacher and incorporate any relevant strategies in their day to day teaching. The model will then be used for guided writing throughout the school. |
| Section H: Impact on departmental and school approaches to teaching, learning, supporting pupils with learning difficulties, and CPD. (250 wds) |
| As a school, we now plan to include more multisensory and varied activities within guided reading sessions. This will be addressed in staff meetings led by the ECAR teacher and experiences shared by the rest of the Lesson Study team. We understand that the pace of delivery is also crucial to the children’s learning and will discuss and also address this at Key Stage staff meetings. We want to make teaching reading fun for pupils, for example, by having an independent activity within a group situation.Are teachers planning well enough for their guided reading sessions? In terms of professional development for all staff, we will now organise the Lesson Study model for other recently appointed teachers and pair them up with a more experienced teacher either in the same year group or the year before or after. This will enable all teachers to observe good practice and further develop their skills through the valuable observations and evaluations. They will increase their knowledge of the individual needs of all children within a group and enable them to plan more effectively. Furthermore, we recognise the importance of allocating time for the staff to plan and evaluate together and have found that a designated morning is the most effective way of doing this.*.* |
| Section I: Personal reflections (100 wds) |
| Thanks to Lesson Study, I have grown in confidence not only when teaching guided reading, but also teaching other areas of the curriculum, for example phonics. I have become more aware of just how varied the individual learning needs of children can be, even for those who appear to have more or less the same ability and how some children can hide behind others and almost “slip through the net” during a lesson. I realise the importance of always including everyone. I have developed my knowledge, skills and understanding of the different strategies for helping children to read unknown words, which has had a positive, knock-on effect on my phonics teaching. I would especially recommend Lesson Study to any NQTs or recently qualified teachers. |