

Improving Reading – Improving STEM (IRIS)

Overview

This project aimed to intervene to support struggling readers before and after transition to high school. The target groups for this project were Y4/Y5, and Y7/Y8 – with the aim of improving reading ages for all but tracking outcomes for the disadvantaged boys. The project also draws upon research showing a demonstrable impact in raising reading attainment with the intention of developing an innovative, evidence based approach to improve outcomes in reading at KS2 and KS3, with the added intention of also positively impacting upon maths and science outcomes.

Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.

- The training went well with positive feedback for RIC, NGRT and IC. It was a positive experience to work with EAL, maths and science specialists who supported the writing of RIC resources. Using RIC in a cross-curricular way has worked well. Having a website where project schools can access the resources has worked well, schools have also been encouraged to share resources they have written.
- The networking meeting was a valuable opportunity to share strengths and weaknesses in the project and allowed positive changes to take place following the meeting. The NGRT data highlighted areas that the children were struggling with which enabled us to target these areas.
- Secondary schools reported that RIC worked well with their lower ability children. Some primary schools have chosen to use RIC across KS1 and KS2, the year groups out of scope of the project.
- Incremental Coaching has allowed teachers to feel part of the changes that have been made to improve RIC.

What the project may do differently in the future

- It would have been beneficial to spend the first half term working with STEM and the Maths Hub to create the resources, before the training took place. By providing the schools with cross-curricular RICS straight away it would have made it easier to implement alongside other reading commitments. In addition, we would have delivered the IC training alongside the RIC training so schools are aware of the whole project, in detail, from the start (rather than starting with the RIC aspect and then moving onto the IC aspect).
- We would also have set out an expectation with schools that teachers

from the project year groups attend the initial training alongside the literacy leads. This would ensure that all teachers have the same understanding of the project. We would also have sent out the Memorandum of Understanding earlier in the project.

Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.

Plan for sustaining and scaling an innovation from the outset:

- A large selection of RIC reading resources (covering English, maths and science) have been created and shared with SSIF project schools and wider TSA operational partners through the member area on the website. Information about RIC reading has also been disseminated to operational partners at Partner meetings and to the wider Reading Hubs. A number of reading hub schools are now using RICS as a whole class reading initiative. The project lead would like to create a traded package (low cost – high impact) and look at adding vocabulary.