

During my placement at ██████, I led an intervention, *Boosting Reading @ Primary (BR@P)*, with ██████ from Thailand class (Year 1). BR@P is a short term (ten weeks), one-to-one intervention programme that provides intensive support for selected pupils who are in danger of falling behind in reading. These pupils can often read, but not very efficiently, or without understanding and enjoyment. The main aim of BR@P is to develop independent reading and comprehension skills and strategies, which enables pupils to access a wider range of reading material more confidently.

██████ was selected to take part in the intervention programme by her teacher, ██████. Reading ██████ Annual School Report (2016) gave a clear indication of her skills and abilities prior I started reading with her. The report said that ██████ is 'able to sound out unfamiliar words in her reading, but currently requires some support to blend the sounds together accurately.' The report also highlighted that she knew some high frequency words and had an awareness of rhyming vocabulary. The report conveyed that ██████ comprehension skills are good and that she has an ability to 'recall information from text and refer to pictures to support her understanding.' This gave me an initial idea about the types of areas that ██████ would need support with and allowed me to draft up a brief action plan that we could follow.

During the first session, I completed a questionnaire with ██████. This helped me to get to know her a bit more, as well as allowing her to find out more about me. We shared our favourite books and talked about reading. I introduced myself to her as a student teacher and told her about the intervention. The questionnaire revealed that ██████ does not read a lot at home, but when she does she enjoys it. She likes sharing books with her mother. Unfortunately, this does not happen very often. ██████ commented that she would like to read at home with her mother more. She said that she enjoys reading with adults in school and likes it when she is praised.

After two days of having the intervention with ██████, I thought it would be appropriate to involve her with initial target setting – allowing her to take some degree of responsibility for her learning. We agreed that her three targets would be: to gain more confidence; to improve decoding and blending strategies; and to improve comprehension. These challenging, but appropriate, targets provided motivation needed to encourage ██████ during the sessions.

I needed a way of gaining a base assessment in order to make comparisons with throughout the intervention programme. During week two (after allowing ██████ to become more confident), I completed a Year One Phonics Screening Test (2012). This provided me with an accurate record of what ██████ could and could not do. From this, I was able to set more specific targets related to the three we devised together. Below, you will find my comments that show how ██████ responded to each of the three targets over the seven weeks and her improvement:

1) To gain more confidence.

██████ gained a lot of confidence over the seven-week intervention period. At first, she seemed slightly nervous to read with me and would look up to me whilst reading for confirmation and praise. After two weeks she became less nervous about making mistakes and embraced the fact that she was slowly improving and became proud of her achievements. By week three she was walking out of the classroom to come to intervention with a big smile on her face and looking forward to reading with me throughout the day until that day's intervention. If an intervention session was missed due to a school trip she was keen to mention this to me and we made the time up where possible. As part of gaining confidence, ██████ became more positive about her reading ability and was able to say what she was good at and what she needed to improve. For example, she knew that she needed to work on blending and she would actively go back to certain words to make sure that she blended correctly. This helped her to become a more independent reader. By the end of the seven weeks, ██████ was reading confidently by herself and had learnt lots of strategies to help her. Overall, it was clear to me that ██████ had a desire to improve and became proud of the progress she made, thus becoming more confident.

2) To improve decoding and blending strategies.

At the start of the intervention, ██████ had a clear understanding of what decoding and blending was, and could demonstrate this to me when I asked her. During the familiar text, I was able to remind ██████ to use these skills when she forgot, or decided to decode without blending afterwards. However, during recently introduced texts (where I was unable to support her) she would decode and rarely blend (if she did blend, she would blend incorrectly or hazard a guess just by using the first one or two phonemes). After about two weeks, ██████ started to initiate decoding and blending

without any prompting. Completing the Year One Phonics Screening tests encouraged this. She would be very motivated during each session to improve on the result she got the previous time. This would mean that she would take her time, accurately decode the words in front of her and successfully blend them together. However, this did take a lot of practise and. (The result from the phonics screening tests are outlines below.) [REDACTED] also used these strategies with some of the High Frequency words.

3) To improve comprehension.

From the start of the intervention programme, I thought [REDACTED] had relatively good comprehension skills. She was able to answer simple questions about the text she was reading and about a piece of text that I read aloud to her. However, there were some inconsistencies and at times it seemed as though she was just guessing. I wanted to give her opportunities to improve her comprehension skills. This was obviously achieved through her becoming a more confident reader and she was able to focus on the meaning behind what she was reading, rather than just looking at individual words. By about the fourth week, [REDACTED] was able to think about sentences being part of a bigger picture and enjoyed guessing what might happen next. We took it in turns to ask each other questions. This allowed me to ask her more complex comprehension questions, demonstrating her clear understanding of the text, and allowed me to see how much general understanding she had by looking at the types of questions that she asked me. I was very encouraged by the progress [REDACTED] made over the seven weeks and it was clear that her comprehension of text was getting better.

Year One Phonics Screening Test Results:

Date	Score	Percentage	Comments
14.04.16 (2012)	15/40	37.5%	This was the first test I completed with [REDACTED]. It gave me something that I could use to compare future tests against to monitor progress.
16.05.16 (2012)	29/40	72.5%	There was a big jump in progress between this score and the first score. This was due to the practice that [REDACTED] and I did together. We used whole word flashcards to get her used to decoding and blending words and pseudo words (alien words). However, this percentage increase could have been because the same test was used. I therefore used a newer one for the following test.
23.05.16 (2013)	28/40	70%	This is a more accurate representation of how [REDACTED] improved in the first six weeks (a 32.5% increase since first week).
26.05.16 (2014)	33/40	82.5%	This was the last phonics screening that I asked [REDACTED] to complete on my last day of placement. Overall, [REDACTED] showed a 45% accuracy increase on her phonics screening. At this rate, she would have passed the screening test.

First 100 High Frequency Words Results:

Date	Score	Percentage
06.05.16	69/100	69%
10.05.16	80/100	80%
12.05.16	83/100	83%
17.05.16	84/100	84%
20.05.16	70/80	87.5%
24.05.16	98/100	98%

I hope that after this intensive seven-week intervention programme, [REDACTED] has noticeably become a more independent reader. Personally, I feel very proud about [REDACTED] progress and I hope that others are too. I hope that it has given her motivation to read more frequently by herself, and that this puts her in good stead for her future academic achievements.