

Shine Literacy Project – Interim Report

Reading Results from October – December 2015 assessments

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We used the Neale Analysis of Reading Ability and the Burt Word Reading Test to measure students’ reading skills and knowledge.

The Neale Analysis assesses three areas of reading skill: Reading Accuracy, Reading Comprehension and Reading Rate (speed). Children were all aged between 6 years 5 months and 6 years 6 months at the time of testing. Following are the results for the different groups of children.

High Decile Groups

Average reading age compared with chronological age

Assessment	Trial High Decile	Comparison High Decile
NEALE Reading Accuracy	7 years 4 months	7 years 5 months
NEALE Reading Comprehension	7 years 5 months	7 years 5 months
NEALE Reading Rate	7 years 4 months	8 years
Burt Word Reading	7 years 5 months	7 years 10 months

There were no significant differences in the results comparing the high decile Trial students and high decile Comparison students. Although the Comparison group achieved a higher average score for the Burt and Reading Rate, results for Reading Accuracy and Comprehension were almost identical between these two groups. The average student in both these groups achieved results that were approximately one year or more above their chronological age.

Low Decile Groups

Average reading age compared with chronological age

Assessment	Trial Low Decile	Comparison Low Decile
NEALE Reading Accuracy	6 years 9 months	6 years 3 months
NEALE Reading Comprehension	6 years 9 months	6 years 3 months
NEALE Reading Rate	6 years 11 months	6 years 11 months
Burt Word Reading	6 years 10 months	6 years 5 months

The differences between these two groups were significant for Reading Accuracy, Comprehension and Burt with the Trial group achieving higher results. The average student in the low decile Trial schools achieved results that were between three and five months above their chronological age for Reading Comprehension, Accuracy and Burt. The average student in the Comparison group was at, or up to three months below their chronological age for these measures. Both groups were five to six months above their chronological age for Reading Rate.

Teacher Knowledge Survey

36 Comparison teachers and 42 Trial teachers took part in this survey.

Questions that related to literacy teaching efficacy asked teachers to rate their skills with literacy instruction – answers were weighted with a score.

Confidence with knowledge of language structures was scored in a similar way – questions asked teachers to rate their knowledge about language structures.

Questions relating to phonemic knowledge, phonological knowledge, morphological knowledge and phonics knowledge were either correct or incorrect. These results are shown as the percentage of questions answered correctly.

Phonological knowledge questions related to awareness of sound patterns in words (syllables, rhyme etc.) and phonemic knowledge questions related to identifying and manipulating individual sounds in words. Morphological questions related to knowledge of morphemes in words – parts of words carrying meaning (prefixes, suffixes and root words). Phonics questions related to awareness of graphemes – the alphabetic code (spelling patterns that link to phonemes).

Knowledge Area	Trial Teachers	Comparison Teachers	Significance
Literacy Teaching Efficacy	141.81	117.25	Trial higher p = .000
Confidence with Knowledge of Language Structures	22.7	20.97	Trial higher p = .02
Phonemic Knowledge	75% correct	65% correct	Trial higher p = .02
Phonological Knowledge	88% correct	84% correct	Not significant
Morphological Knowledge	49% correct	39% correct	Not significant
Phonics Knowledge	60% correct	45% correct	Trial higher p = .005

Teachers from the Trial schools had significantly greater confidence with teaching literacy and more literacy knowledge in a number of areas.