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The Role of Metacognition in Supporting the Development of Looked After Children's Reading Skills
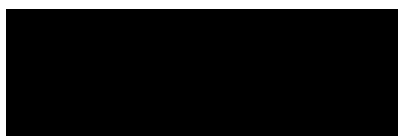
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Declaration

I, Patricia Britto confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

Signature:

Acknowledgement

<u>Abstract</u>

The United Kingdom's national statistics shows that at Key Stage 2 Looked after Children's [LACs] reading outcomes are lower in comparison to their peers. Several government-led initiatives, as well as studies on reading interventions to support LAC, exist; yet, their outcomes remain lower than their peers. The present study explored the role metacognition plays in developing LAC's reading (fluency and comprehension) skills. LAC aged 9 to 11 identified as having poor reading comprehension and fluency skills took part in a teacher-led reading intervention focused on using meta-cognitive strategies, over 12 weeks. A mixed method design was adopted, utilising a multiple-case study approach. LAC were assessed pre- and post-intervention using cognitive, reading and psychosocial measures. LAC (N=6), their teachers (N=5) and their carers (N=6) engaged in post-intervention interviews.

Although not analysed statistically due to the sample size, the quantitative data suggests that all LAC improved their reading comprehension skills and the use of metacognitive strategies. Half of the LAC's reading accuracy skills increased, and 5 out of 6 of them also demonstrated improvements in reading fluency. The reading intervention had a positive impact on all LAC's general understanding of verbal concepts and 5 out of 6 improved their word definition skills. All LAC reported gains in confidence as learners and an increase was noticed for one child who initially identified as having a 'low' sense of school belonging. The qualitative findings revealed that across the views shared by the LAC, teachers and carers, the following key themes were generated: metacognitive processes support reading development, additional strategies

were useful (e.g. chunking), increase in confidence, motivation and enjoyment in reading.

Furthermore, the findings suggest that the emotional support offered by teachers positively impacted on LAC's levels of engagement. The Impact of timing of the intervention were shared by the teachers and the limited communication between home and school were raised by the carers. Implications for schools, policy makers and Educational Psychologists are discussed.

Impact statement

The present study explored the role metacognition plays in developing Looked after Children's [LAC] reading skills. To the best of my knowledge, this has not been explored for LAC in the United Kingdom. Possible secondary outcomes (confidence as a learner and sense of school belonging) were also examined. The findings gained from this study has implications for schools, Educational Psychology [EP] practice and policy-makers. Further, the findings of this study suggest that metacognition played a pivotal role in developing LAC's reading skills (e.g. comprehension skills); thus, such strategies can be used in schools to inform teaching practices in the classroom. Through explicitly teaching LAC metacognitive skills, the findings suggest that their reading outcomes (e.g. reading fluency and accuracy) can be improved.

Apart from the use of metacognitive strategies, the findings highlight the importance of supporting LAC's emotional needs as well as learning. Thus, this study adds to contributing research, which suggests that protective factors such as teachers forming a positive relationship with LAC can be beneficial to their levels of engagement while learning. Another implication of the findings suggests that schools and the virtual school team need to consult with EPs to gain broader perspectives on the complexities of LAC's educational, Social, Emotional and Mental Health [SEMH] needs. Further, such support highlights the role of EPs to share their psychological knowledge to help schools to understand the impact of adverse childhood experiences on LAC's developmental trajectories. Through consultation and supervision, EPs are

well placed to offer training to teachers in schools and guide them to deliver targeted emotional as well as educational support to LAC that are tailored to meet their individual needs. As Virtual School Heads are responsible for managing pupil premium funding and promoting educational outcomes for LAC, EPs can work with them to explore the most effective ways they can be used in schools. As EPs are more guided by evidence-based research such as this study, the greater the likelihood that within their practice, teachers and carers would be encouraged and supported to use metacognitive strategies in their work with LAC.

This study also demonstrates the implications for policy-makers as they will need to increase their awareness of the impact of metacognition and provide additional funding to support interventions for LAC in schools. Further, it is not a current requirement to explicitly teach metacognitive skills in schools; therefore, LAC may not receive this level of support. Consequently, it would be advisable for policy-makers to think about how suitable the current reading aspect of the national curriculum is for LAC who are not metacognitive and are struggling readers. In turn, by making it a part of teaching would mean that all schools would make it essential to improve teachers' knowledge and understanding of ways to support LAC to develop metacognitive skills to support the development of their reading skills. Additionally, the joint work between EPs, schools, Virtual School Heads and policy-makers can make a positive difference to not just LAC's reading outcomes but potentially other subject areas. Overall, through EPs providing training and support to teachers

to understand and support LAC's SEMH and educational needs contributed to

the positive outcomes of this study.

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List of key abbreviations

Abbreviations	Terms
BAS-3	British Ability Scale, 3rd edition
DfE	Department for Education
EP	Educational Psychologist
LA	Local Authority
LAC	Looked After Children
MALS	The Myself As a Learner Scale
MSI	Meta-comprehension Strategy Index
NICE	National Institute for Health and Care Excellence
SOSB	Sense of school belonging
VS	Virtual School
YARC	The York Assessment of Reading for Comprehension

1 <u>Introduction</u>

This section will introduce the context of Looked after Children (LAC) in the United Kingdom (UK). An exploration of the statistical information relating to the educational outcomes of LAC is provided, specifically highlighting their performance in reading. Details of the UK government initiatives that are used to target support for LAC as well as research which evaluates their effectiveness are outlined. In addition, the negative and supportive factors that are suggested to impact LAC's capacity to learn, and that can have a ripple effect on their educational outcomes are examined. This section concludes with a rationale for having a particular focus on a specific skill (reading) to support LAC throughout education.

1.1 <u>The Context of LAC in UK</u>

A child under the age of 18 can be legally defined as 'looked after' under the Children Act 1989 by a Local Authority [LA] if he or she is provided with accommodation for a continuous period for more than 24 hours (National Institute for Health and Care Excellence [NICE], 2010). The term 'looked after' is also a legislative term that can be used to describe a child that is subject to a care or placement order (NICE, 2010). In England, there were approximately 75,420 LAC under 18 years of age recorded by the 31st of March 2018, an increase of 4% compared to 2017 (Department for Education [DfE], 2018. London has 9890 LAC, and 57% of these children live within the outer London

boroughs. In March 2018, it was recorded that an Outer London Borough of X (the focus of the present study) had 240 LAC (DfE, 2018).

1.2 Educational Outcomes of LAC

For decades, poor educational outcomes have been consistently found for LAC in comparison to other children in the UK population (Berridge, Sebba, Luke, Fletcher, Bell, Strand, & O'Higgins, 2015). According to the UK government statistics, LAC are underperforming in all areas of the curriculum in comparison to their peers (DfE, 2018). In 2017, the educational outcomes of LAC were lower at Key Stage (KS) 1, 2 and 4 in comparison to children in the general population based on teacher assessment judgements at KS1, Standard Attainment Tests [SATs] at KS2 and the General Certificate of Secondary Education, [GCSEs] taken at KS4 (DfE, 2017). Nationally, based on curriculum reading assessments, LAC in KS2 are not performing as well as those in KS1 (DfE, 2018). This suggests that LAC in KS2 require additional support to make improvements in their reading abilities as the demand in the curriculum increases. Of note, only 35% of LAC in KS2 reached the expected standard for reading, which is far lower than the 61% of non-looked after children who reached the required standard in 2018 (DfE, 2018).

Within national statistics, it is recorded that 'looked after' girls outperform boys in all subjects (DfE, 2018). This suggests that additional support may need to be provided to 'looked after' boys to improve their educational attainment levels, although this is not to say that girls will not also need support. Further, it is reported that 56.3% of LAC at KS2 have a Special Educational Need [SEN]

(e.g. specific learning difficulties and Social Emotional and Mental Health [SEMH] concerns as a primary need) and of these, 14% reached the expected level at KS2 in reading when compared with 18% of non-looked after children with SEN (DfE, 2018).

1.3 Government initiatives for promoting LAC educational outcomes

Since the introduction of national statistical collections in 1999, strategies to support, monitor and prioritise educational outcomes for LAC became a significant focus for policy-makers (Goddard, 2000). Following this, the government created policies and initiatives that aim to raise academic achievement and promote the health and wellbeing of LAC (Goddard, 2000). Government policies and legislation such as The Children and Families Act (2014); and The Government's White Paper 'Care Matters: Time for Change' by the Department for Children and Schools and Families (2007) all identified the need for additional support for LAC (GOV, 2014). All had a common goal to transform the outcomes for LAC through identifying their areas of needs and ensuring appropriate support is given. Also, the importance of joint working amongst foster carers, schools and professionals to narrow the attainment gap between LAC and their peers was highlighted.

In 2007, the government also introduced Virtual Schools within Local Authorities (DfE, 2017). Virtual Schools are establishments that have the responsibility for ensuring that arrangements are in place to improve educational experiences and outcomes of LAC (DfE, 2017). The Children and Families Act (2014) offered legal guidelines for LA to appoint a Virtual School

Head Teacher, who is a senior professional that monitors the progress of LAC (DfE, 2014). Virtual School team members liaise with schools to track LAC's progress and support with raising their attainments as though they are a single school (DfE, 2014). This is done through taking on the advocacy role in schools for LAC, monitoring their Personal Education Plans [PEPs], attending multi-agency meetings, and engaging in individual direct work, through delivering targeted subject-specific interventions in and outside of schools (DfE, 2014).

Berridge, Henry, Jackson and Turney (2009) found that following the introduction of Virtual School Head Teachers across 11 Local Authorities between the years 2005 to 2008, the priorities of educating LAC were raised. This resulted in improvements in LAC educational outcomes (KS2 SATs and GSCEs results) in comparison to when Virtual School Head Teachers were not in place. Berridge et al. (2009) also found that the 11 Virtual School Head Teachers were supportive towards LAC with learning difficulties by advocating for them not to be excluded from school and to receive much needed support.

Furthermore, it is concluded that Virtual Schools play an essential role in raising the profile of LAC in schools and liaising with other professionals (e.g. Educational Psychologists [EPs] to identify strategies to meet their educational needs. EPs make distinctive contributions towards supporting LAC in a school context through offering psychological perspectives (e.g. the impact of adversity on learning) to problem solve concerns related to their educational progress (Edwards, 2016). EPs may also work with LAC by providing early

intervention support and working collaboratively with a multi-agency team to promote their literacy skills (e.g. reading abilities) (Morgan, 2016). Norwich et al. (2010) further argue that EPs can work alongside Virtual Schools to support LAC through their research skills by exploring the effectiveness of interventions that can be implemented in schools. However, despite the efforts made by Virtual Schools, Educational Psychologists and other professionals, on a yearly basis, LAC are still reported to have lower academic outcomes than other children in the UK (Okpych & Courtney, 2015; DfE, 2017).

1.4 <u>Negative factors contributing to educational outcomes for LAC</u>

It is important to consider the negative factors that may contribute to the educational outcomes for LAC. Berridge et al. (2015) suggested that LAC can be viewed as one of the most disadvantaged groups of children in society. The reason for this has been attributed to Adverse Childhood Experiences [ACEs] such as placement (home environment) instability and disrupted school patterns (Jackson & Höjer, 2017). Additionally, ACEs such as exposure to early traumatic life experiences (e.g. abuse) can have a significant influence on learning (e.g. reduced capacity to engage in education), confidence and behaviour (Robinson, Luyten & Midgley, 2017). Berridge et al. (2015) support this notion and suggest that LAC may have a range of pre-care experiences of abuse and neglect, which often has adverse ripple effects on their educational outcomes. Furthermore, Hunter (2018) suggests that children who have previously experienced high levels of stress and trauma (e.g. LAC) are likely to focus on survival rather than learning at most times, even when in a safe environment such as a classroom. Putnam (2006) argue that children who

are exposed to trauma are also likely to have reduced abilities to self-regulate and sustain high levels of stress hormones which are suggested to impact the functioning of the brain, influencing attention and concentration. Traumatic experiences are also suggested to have an impact on children's emotional functioning that can result in long periods of stress and impede their ability to learn and function adequately in school (Dann, 2011).

Likewise, Kearney, Wechsler, Kaur and Lemos-Miller (2010) found that children with traumatic histories have an impaired hypothalamic-pituitary-adrenal axis which helps to activate or deactivate stress hormones (e.g. cortisol) in the body. Frequent activation of stress hormones is suggested to damage the body's stress-response systems that could then lead to disproportional responses to challenging situations (Bradley & Corwyn, 2002). Such circumstances are associated with reduced school engagement and low academic achievement for children who have had traumatic life experiences (Perkins & Graham-Bermann, 2012). However, research on LAC with an impaired hypothalamic-pituitary-adrenal axis have not been specifically conducted and further exploration is required.

Although it is not always possible to make definitive predictions about the impact of abuse and neglect on LAC at an individual level, consistent findings across studies suggest that children who have had ACEs have a decline in cognitive functioning as well as psychosocial needs (Brandon, Glaser, Maguire & McCrory, 2014; Davies & Ward, 2012; Schrader-McMillan & Glaser, 2014). LAC who experience abuse and neglect are likely to have increased

risks of SEMH difficulties in the classroom, which is suggested to have a direct impact on their ability to access learning (Bazalgette et al., 2015). Furthermore, Rahilly and Trevelyan (2015) argued that for LAC, there is also a high prevalence of poor mental health and emotional difficulties. The national statistics shows that out of the LAC with SEN, 38.5% are identified to have SEMH needs on their Educational Health Care Plan (EHCP) compared to 14.6% of all children with an EHCP (DfE, 2018). Further, these LAC who have SEMH needs also struggle to develop skills for learning across the curriculum due to their difficulties to cope with the social, emotional and educational demands of being in school (Bazalgette et al., 2015). Thus, targeted support is likely to be beneficial for LAC which may include helping them to manage their SEMH difficulties as well as support with learning throughout their education (Biehal et al., 2010; Robinson et al., 2017). However, it is important to note that the experiences of LAC will vary and, thus, the adverse effects mentioned above may not apply to all children in care.

Apart from learning in school, LAC may have difficulties with engaging with tasks (e.g. reading) within a home environment (placements). Additionally, Bazalgette et al. (2015) propose that in the worst cases, some LAC may experience frequent moves due to not having adequate support to develop secure attachments to their carers. Further, carers who do not receive support with understanding the emotional needs of LAC may not recognise their behaviour as a sign of distress, and this often leads to multiple placement breakdowns (Bazalgette et al., 2015). Carers may not have the understanding

of the association between emotional wellbeing, engagement and learning; thus, they may need to be trained to develop such knowledge.

1.5 <u>Supporting factors for promoting LAC educational outcomes</u>

It is argued that despite the previously mentioned negative factors, LAC's learning behaviours and skills can be developed through teaching explicit techniques alongside subject content (Hill, Stuart, Male & Radford, 2001). Thus, Hill et al. (2001) emphasised that targeted support should be used in schools to promote positive educational outcomes for LAC. Dann (2011) suggests that effective learning occurs when children develop a range of skills and strategies for learning after they have been modelled to them. This strategy is often termed metacognition (Flavell, 1979). Metacognition is the knowledge and understanding of one's cognitive processes, their abilities and those of others, as well as the regulation of learning (Schoenfeld, 2016). Pupils who are metacognitive are able to reflect on their thinking while learning (Flavell, 1979). Many cognitive researchers have explored the concept of metacognition for decades; Flavell (1979) defined the term as *"knowledge and cognition about cognitive phenomena"* (p. 906). It is suggested that pupils make further progress in education when teachers explicitly teach metacognitive strategies such as planning, monitoring, and evaluating their own learning (Education Endowment Foundation [EEF], 2018).

According to the EEF (2018), some teachers may instinctively support metacognition in their teaching without being conscious of it; however, drawing children's attention to using metacognitive strategies is likely to increase their

use of them independently. Metacognitive skills are generally tools that empower learners to be self-motivated and see learning as a cycle that involves revisiting previous work to see where it can be improved, acknowledging the value of mistakes and consequently learning from experience and planning improvements (Burt & Stringer, 2018). Fitrisia, Tan, and Yusuf (2015) suggest that by showing pupils that they can be in control of how they learn, and organise their work, and engage in reflection, encourages them to take responsibility for learning. Pupils who use metacognitive strategies are likely to see that learning does not occur by being a passive recipient of information in a classroom but by actively thinking about their thinking and learning (Fitrisia et al., 2015).

Ring, O'Sullivan, Ryan, and Burke (2018) argue that developing all children's metacognition is pivotal and should be an integral aspect of teaching. Metacognition is suggested to rest on subject knowledge (e.g. literacy) and therefore, teaching explicit skills for learning and content should be implemented together (EEF, 2018). In other words, the approach can be applied to learning that is task specific. Equally, Temple, Ogle, Crawford and Freppon (2017) suggest that the use of metacognitive strategies is particularly important when developing reading skills. Interestingly, metacognition has been described as a 'higher order' thinking skill (Zohar, 2012); however, the EEF (2018) guidance for schools suggest that this view is inaccurate. Rather, the EEF (2018) guidance promotes the idea that to be metacognitive does not require more cognitive processing in one aspect of a task (describing knowledge) than the other (analysing and evaluating knowledge). In other

words, being metacognitive does not involve using a hierarchy of skills (e.g. hierarchical models for classifying thinking, Bloom's taxonomy) when completing learning activities. Thus, suggesting that it is difficult to be metacognitive without sound subject knowledge. It is recommended that for those pupils who struggle to be metacognitive, teachers can explicitly model the strategies to them before, during and after completing a learning task such as reading (Ring et al., 2018).

Thus, although LAC may receive quality teaching at school, it may be useful also to help them develop knowledge of themselves as a learner by supporting them to reflect on how they think rather than just what to think. Perhaps through the development of LAC's knowledge of their strengths, weaknesses and the strategies they can use to learn may enable them to be more active rather than passive learners. LAC are suggested to be more likely to be passive learners in the classroom in comparison to their peers due to influences of their often traumatic early life experiences (Greig, Minnis Millward, Sinclair, Kennedy, Towlson, Reid & Hill 2008). As a result of traumatic early life experiences, some LAC may have also had reduced opportunities for active learning skills to be explicitly taught to them (Greig et al., 2008). Bowlby (1980) and Ainsworth, Blehar, Walters and Wall (1978) support the argument that early life experiences such as the nature of a child's primary attachment to caregivers lay the foundations for socio-emotional well-being which in turn impacts on their capacity to learn effectively. Ainsworth et al. (1978) suggest that based on caregiver's ability, availability and willingness to provide care and protection to children, they form close relationships with

them which fosters their sense of worthiness. Further, the children who have attuned and supportive caregivers are suggested to develop a secure attachment, whereas those that may experience neglect or maltreatment will develop an insecure attachment style. The building of secure attachment relationships with caregivers during early childhood development strongly correlates with high academic attainment and better self-regulation while learning (Greig et al., 2008). Positive secure relationships with an adult and high levels of resilience are suggested to be protective factors associated with positive educational outcomes for LAC (Gilligan, 2004).

Similarly, Flavell and Wellman (1977) argued that the interaction between children and caregivers greatly influences a child's ability to be metacognitive. It is suggested that the interaction between a child and a caregiver shapes their thinking processes and use of metacognitive strategies for learning. Veenman (2015) suggests that the emergence of metacognition begins to occur from the age of 5 to 6 years old, and for some LAC, this is the age they may have entered the care system. It is possible that early trauma, abuse, loss of attachment, fragmented family structures and disrupted home life can hinder the opportunity for LAC to form secure relationships and limit the opportunities to engage in meaningful interaction that fosters learning (Greig et al., 2008). Thus, the ACEs that some LAC will likely have faced before entering the care system is suggested to have repercussions on their educational outcomes. Feuerstein, Klein, and Tannenbaum, (1994) also suggest that the interaction between a child, parents and teachers is significant for effective learning to occur. Such interaction is considered to be a mediated learning experience

(Feuerstein et al., 1994). Mediated learning experiences involve an interaction between an individual, a mediator (e.g. parent) and their environment (Tzuriel & Shomron, 2018). Therefore, it is proposed that children who have had active mediators present consistently throughout their early life to model and assist them in making connections between factual information and conceptual knowledge are more likely to develop metacognitive awareness (Garner, 2007; Greig et al., 2008). However, such opportunities to have a mediated learning experience for some LAC may be limited due to frequent changes of carers, schools, and placements.

However, Pellegrino, Chudowsky, and Glaser (2002) argue that through having a mediated learning and nurturing experience, metacognition can be taught at any age, which in turn promotes positive educational outcomes. Research that has explored the effectiveness of metacognitive strategies for developing one aspect of LAC's learning (e.g. reading skills) is explored further in the literature review chapter (see section 2).

1.6 Reading skills: Rationale for focusing on this area

As previously noted, reading is an aspect of literacy where LAC are not performing as well as their peers across the UK (DfE, 2018). The National Literacy Trust (2017) defines literacy broadly as: *"The ability to write, read, speak and listen in a way that lets us communicate effectively and make sense of the world."*

The aspect of literacy which is of interest in the present study is reading. This is because it is imperative that developing reading skills is essential for wider learning (Brooks, 2002). Skilled readers are suggested to be more likely to engage in learning, and subsequently make progress in education across the curriculum (Brooks, 2002). In support of this, Jackson (2006) also argues that early reading abilities are associated with future educational success for LAC which implies that such skills can facilitate achievements in other subject areas.

In addition to the national statistical information reported earlier, Griffiths (2012) suggests that for decades reduced reading abilities is an identified area of concern for LAC. While searching through the research on LAC, it was noted that there are limited empirical studies that investigate reading skills for this group. However, an overview of LAC's reading needs have been described in several intervention studies (e.g. Bell, Connolly, Ferguson & Winter, 2011; Murphy, 2017). These will be reviewed later (section 2) but, in brief, standardised measures at pre-intervention revealed that LAC's reading ability scores were lower in comparison to their peers (Winter, Connolly, Bell, and Ferguson, 2011; Murphy, 2017) confirming reading difficulties in this population. This was the rationale for exploring the learning strategies which may support LAC to improve their reading skills.

Brooks (2002) stated that: *"Most children learn to read and write satisfactorily through high-quality classroom teaching, but what of those who don't? How are they to be helped?"* (p. 9).

A way of supporting children who struggle with reading is through the use of targeted reading interventions and strategies in addition to quality classroom teaching (National Literacy Trust, 2012). Targeted reading strategies (e.g. reciprocal teaching) are also appropriate when used with LAC (Murphy, 2017). As previously mentioned, a few empirical studies of reading interventions have been conducted to explore their level of effectiveness (e.g. Dymoke & Griffiths, 2010). Also, the impact of such reading interventions for individual LAC with and without an identified SEN are reviewed and monitored by Virtual School teams across LA on a termly basis in schools (Banerjee & Drew, 2019). Often, EPs can be invited to such termly reviews to offer advice on strategies that can be used in interventions (e.g. reading) and ways to support the SEMH needs of LAC in schools (Edwards, 2016). In addition, Virtual Schools also effectively monitor the use of LAC's Personal Education Plans [PEP] (e.g. to fund reading interventions) with their Designated Teachers (Liabo, 2018). Empirical studies provide an evidence-base which professionals can draw upon when supporting LAC with their reading skills. Information from empirical studies helps schools to identify which intervention and approach are likely to be the most appropriate for each child (Brooks, 2002).

A review of the literature that focused on whether it is appropriate to use metacognitive strategies as part of a reading intervention to support LAC reading skills is presented in the next section. As previously mentioned, The EEF (2018) suggest that metacognition can support the development of learning across all subjects; however, to the best of my knowledge, this has not been explicitly explored for LAC. Although the development of reading

comprehension skills will be the focus of this present study, the possible secondary consequences a reading intervention may have on fluency skills will also be examined. As EPs are frequently working in schools and advice teachers on strategies to support LAC, such research may potentially help to inform their practice. Prior to the literature review, the background that informed the present study is outlined.

1.6.1 *Background to the study*

Within the context of one LA in London, Hill et al. (2001) engaged 25 LAC (aged 5 to 11) in either in a literacy or numeracy intervention delivered in one-to-one teaching and learning contexts for 50 minutes twice a week. Pupils were randomly allocated to a literacy (10 pupils) or maths (10 pupils) intervention which was delivered by teachers from the LAC's school for a total of 33 hours (over 20 weeks). An additional 5 LAC did not receive either the literacy or numeracy intervention during the study and acted as the control group but were subsequently offered the most effective intervention based on the findings. The literacy intervention involved the use of a phonological decoding programme called Jolly Phonics (Lloyd, 1998), spelling strategies (using suffixing, syllable patterns and other spelling rules), a spelling reference book, semantic text mapping and visualisation techniques, clarifying unfamiliar vocabulary and generating questions about a reading text. The numeracy intervention involved discussions to clarify mathematical language, numeracy games and the use of Cuisenaire Rods (numeracy apparatus). At both of the pre- and post-intervention stage standardised assessment measures were used to explore the LAC's, cognitive, literacy, numeracy, linguistics skills and behaviour.

Further, the overall results of Hill et al.'s (2001) study showed improvements for both intervention groups in all of the areas assessed; however, those in the literacy intervention made statistically significant gains in word reading, spelling and vocabulary. It was noted that although children in the literacy intervention improved their reading accuracy, they did not all make gains in reading comprehension skills. Only those LAC in the numeracy group improved at a statistically significant level on their number skills. The findings indicate that the type of intervention delivered, rather than just having additional support, did make a difference to the learning outcomes. Whilst no improvements were observed in the LAC's self-esteem there was a shift in their locus of control (they were more willing to accept responsibility for their learning) in both intervention groups. This finding suggests that the LAC were developing some metacognitive strategies during the one-to-one learning opportunities; thus providing a rationale for exploring the role of metacognition in developing LAC's reading skills in depth in the present study. Hill et al.'s (2001) study provided useful information about responses to interventions and a structure for supporting LAC to make educational progress in a one-to-one literacy and numeracy based intervention. The use of teachers based in the LAC's school was seen to have wider benefits in terms of facilitating support for them to generalise the new skills learned in the one-one setting in the classroom. It was felt that this approach could be routinely implemented for LAC in schools across the UK.

1.6.2 *Rationale of the present study*

Pilot study (Britto, 2017 unpublished):

In light of the findings from Hill et al. (2001), the study was partially replicated but as a pilot with a focus of using a one-to-one teacher-led intervention for LAC in another LA in the UK. However, in the pilot study, the use of literacy-based activities and materials were devised by teachers to tailor their delivery of the intervention to the specific needs of each LAC. The impact of the literacy intervention on LAC's motivation to read was also assessed, along with exploring their views of the intervention using a semi-structured interview. This pilot study included 19 children (9 males and 10 females) from Years 3-6 (aged 8 to 11) and 20 teachers (18 females and 2 males) from 13 schools. The teachers engaged the LAC in a one-to-one reading and spelling intervention through weekly support for approximately 33 hours over two academic terms. All of the LAC's cognitive profiles (verbal and non-verbal ability), reading and spelling abilities were pre-assessed which helped to inform the intervention.

In support of the findings from Hill et al. (2001), the pilot study demonstrated an increase in LAC's verbal abilities (vocabulary skills) post-intervention. Further, the findings from the pilot study showed that LAC did make improvements in their reading comprehension skills when analysed statistically. However, there was no significant statistical difference in the LAC's reading accuracy, fluency skills, spelling skills and motivation to read. The qualitative feedback from LAC demonstrated that they felt the literacy intervention helped with developing newly acquired skills that were transferred into learning in class, such as being able to understand the meaning of reading

materials. A significant strength of the pilot study was the mixed method approach as the voice of LAC were considered. This is a strength because the voices of LAC are not often heard, or represented (Edwards, 2016). However, a possible limitation was that the content and quality of worksheets and activities used during the intervention were inconsistent across schools. Thus, it is difficult to know whether a particular focus in the sessions supported LAC better than others, with developing literacy skills. Also, some of the teachers altered the intervention by offering mentoring during some of the sessions rather than focusing on building their reading and spelling skills. Therefore, it is difficult to establish the causality of the positive effects of the intervention or whether the successful outcomes were a result of the alterations (e.g. mentoring). In future, the fidelity and consistency of the approaches used in a literacy-based (e.g. reading) intervention should be established from the onset and monitored on an on-going basis through supervision.

1.6.3 *Present study*

As the findings from the pilot study showed that LAC improved their reading comprehension skills, further investigations in this area in a different LA context was warranted. In the present study, schools within an Outer London LA identified LAC who have reduced reading comprehension and fluency skills in comparison to age-related and the national curriculum expectations. These LAC had previously received quality teaching and engaged in targeted reading interventions at school; however, improvements were not made. Therefore, additional specific support through engaging in a bespoke teacher-led reading intervention that is tailored to the LAC's identified needs was deemed

appropriate. The plan for this present study was to build on the findings of Hill et al.'s (2001) and Brady's (2017) assertion that LAC place more importance on receiving support from teachers they are familiar with than other professionals. Thus, having the reading intervention delivered by a familiar teacher from LAC's schools was appropriate. An additional development was to explore the role of metacognition in developing the reading skills of the identified LAC.

In this present study, the desire to focus on developing metacognitive awareness meant that reciprocal teaching was identified as the pedagogical approach to be used to develop the metacognitive skills that aid reading. Huang and Yang (2015) define reciprocal teaching as a structured method that involves pupils and teacher's interactions to understand the meaning of text through the use of four strategies: summarising, questioning, clarifying and predicting (Huang & Yang, 2015).

Additionally, in this present study, the use of 'metacognitive talk' was another tool used to develop LAC's approach to reading and understanding the meaning of texts. Metacognitive talk, also known as 'exploratory talk' involves engaging pupils in a discussion prior to, during and after completing a task (Alexander, 2017). Such discussions also involve asking questions to help pupils reflect on their knowledge of the task (e.g. demands and purpose), a sense of self-awareness (e.g. level of motivation required) and awareness of strategies that can or should be used to achieve a task (Mercer, 2016).

Expected secondary outcomes were also explored, such as the impact of the intervention more generally on LAC's sense of school belonging and their confidence as a learner. The hope of the outcomes of the present study was not only to add to the body of existing research but to propose ideas for further exploration by EPs to explore what works for supporting LAC's reading skills.

The following section will explore the existing literature that has evaluated reading interventions that have been used to support LAC.

2 <u>Literature review</u>

This section explores the research evidence for the skills, processes and strategies required to develop reading skills. Consideration of research evidence for the role of metacognition in developing reading skills is examined and empirical studies investigating reading interventions for LAC are also reviewed. In addition, the evidence for whether the development of LAC's reading skills can be an important source for increasing their confidence as a learner and sense of school belonging will be explored.

2.1 <u>What makes a good reader?</u>

2.1.1 *<u>The Simple View of reading</u>*

Gough and Tunmer (1986) argue that skilled reading consists of the development of skills in two critical areas: a) Word Recognition Processes: recognising words on a page, and b) Language Comprehension: understanding and interpreting the meaning of words. The integration of these skills has been suggested to be essential for effective reading (Gough & Tunmer, 1986). This is known as the Simple View of Reading (shown in Figure 1).
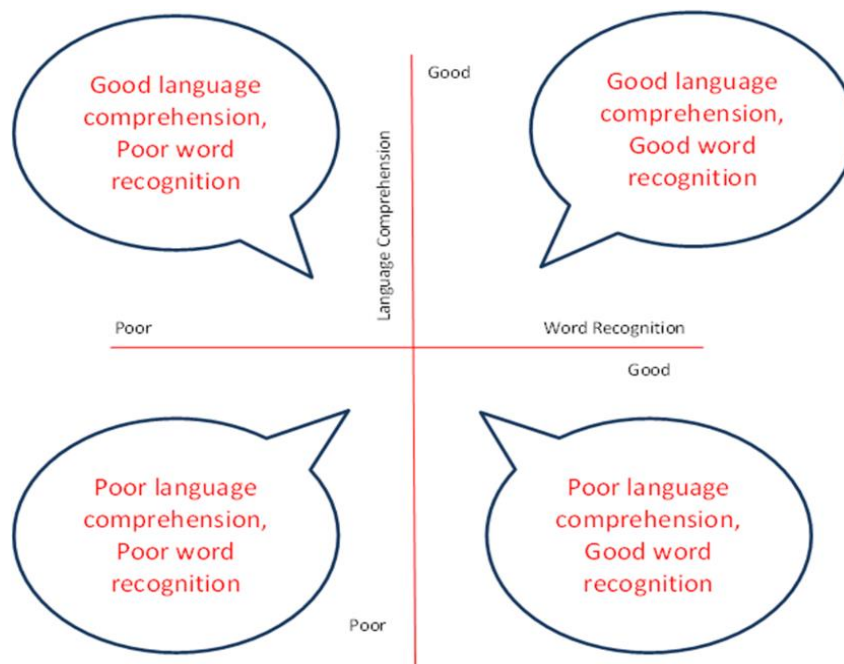
Figure 1. **The Simple View of Reading (Gough & Tunmer, 1986)**

The Rose (2006) report recommends that those supporting children with reading difficulties should adopt 'The Simple View of Reading.' Further, Rose (2006) suggests that effective reading skills do not just develop naturally, as it requires careful teaching. Thus, to support LAC with an identified reading difficulty, they will need to be explicitly taught strategies to develop effective reading skills. Lervåg, Hulme and Melby-Lervåg (2017) support the idea that children's ability to develop reading comprehension is strongly associated with their initial capability to decode words accurately. Castles, Rastle, and Nation (2018) also argue that when children learn to read, they will need to have firstly developed expressive and receptive oral language skills in order to be able to comprehend text. Furthermore, skilled readers are suggested to be able to combine decoding and vocabulary skills; however, the ability to construct a

mental representation of the descriptions within texts is equally as important (Castles et al., 2018).

Although 'The Simple View' of reading is a useful framework, Barrs, Hall, and Pradl (2007) imply that the explanation is too simple and can be seen to be reductionist. The framework is described to be reductionist as it does not take into consideration other cognitive processes (e.g. metacognitive processes) and psychosocial factors (e.g. confidence in learning) that may promote the development of reading skills (Barrs et al., 2007). Nevertheless, the framework is accessible to understand the development of reading skills to some extent. However, it does not state much about how decoding and linguistic comprehension specifically develop (Castles et al., 2018).

According to Kuhn and Levy (2015), being a skilled reader goes beyond having language comprehension and word recognition skills; the importance of being a fluent reader is equally crucial. Reading fluently involves the combination of decoding words accurately, automatically processing and recognising words and prosody (expression of text) (Kuhn & Levy, 2015). Suggate (2016) proposes that fluent reading initially requires children to focus on decoding each word in a sentence, and this often results in their reading sounding stilted. In turn, children are less likely to focus on the meaning of texts as a whole if their time is spent on decoding each word in a sentence (Suggate, 2016). However, it is essential to note that to decode words alone is not sufficient to be a fluent reader (Kuhn & Levy, 2015). Grabe (2004) highlights that constant exposure to high-frequency words while reading regularly is likely to improve

children's fluency skills. The opportunity to read regularly is also suggested to improve children's comprehension skills (Grabe, 2004). Swain, Leader-Janssen, and Conley (2017) support the idea that through developing children's reading comprehension skills, there is an expected ripple effect on their reading fluency abilities. Thus, a combination of all of the above components makes an individual a skilled reader.

2.1.2 *The role of metacognition in developing reading skills*

Fitrisia et al. (2015) describes skilled readers as those that have an awareness of the text they read, have knowledge of the reason for reading and identify strategies to understand and draw inferences from text (Fitrisia et al., 2015). As previously mentioned, this process is described as metacognition (Flavel, 1979). Fitrisia et al. (2015) suggest that metacognition plays a pivotal role in distinguishing between a skilled and unskilled reader. Unskilled readers are described to focus on decoding words in texts rather than constructing the meaning of what is being read. However, it may be useful for pupils to have an awareness of their own thinking processes and their understanding of the cognitive strategies that help to gain reading skills. Such can be achieved through teaching pupils to activate prior learning, modelling effective reading strategies and offering guidance for self-reflection on the learning process (Keeffe, 2017).

Additionally, it is argued that the development and use of metacognitive skills enable pupils to become aware of the content of texts through the process of reflection (Kamil et al., 2016). Thus, pupils are then able to more easily gain and monitor the meaning of the text, supporting their reading comprehension

skills. Similarly, Azevendo and Aleven (2013) suggested that skilled readers use metacognitive skills to realise that their goal for reading is not just to decode words but to try to understand the meaning of a given text. Skilled readers are also able to monitor their reading and understand that to answer comprehension questions, connections and causal inferences across sentences will need to be made (Azevendo & Aleven, 2013).

Furthermore, Rittle-Johnson and Schneider (2014) argue that successful learners can make a shift from developing declarative knowledge (factual information) and procedural knowledge (how to do things) to gaining conceptual knowledge (constructing meaning from information). Conceptual knowledge can be learned when pupils reflect on their own thinking processes and identify strategies to approach and achieve a task such as reading (Edossa, Schroeders, Weinert, & Artelt, 2018). The development of conceptual knowledge and identification of strategies effectively enables pupils to have a sense of independence when learning (Edossa et al., 2018). Research specifically examining the impact of developing metacognitive skills for reading is limited, especially with a UK focus. Carretti, Caldarola, Tencati, and Cornoldi (2014) conducted a study with primary-aged Italian children (n = 159, age 9-11 years old) that analysed the effectiveness of a reading and listening comprehension intervention. Their reading intervention incorporated the use of metacognitive tools (reflection on learning), strategies to support children's working memory (rehearsals to recall words) and integration skills (connecting words and synonyms relating to the same characters in a text). The children were split into three groups: (one) reading group, (two) listening

group and (three) an active control group. There were 22 teacher-led one-to-one sessions; each session lasting an hour. The children in group one and two were taught to use metacognitive strategies (reflecting on the process of reading), working memory exercises and integration skills. The children in group three were told to read silently and answer comprehension questions without the use of metacognitive and working memory strategies. The results showed that the children's comprehension skills improved for those in the reading group in comparison to the active control group. It was also found that for children in the listening group improvements were made in their reading comprehension skills. The findings showed that improvements in working memory were noticed for the children in the reading group but not for those in the listening group. This study suggests that reading interventions that incorporate the use of metacognitive strategies as well as tools to support children's working memory could foster an improvement in reading comprehension skills.

Though Carretti et al.'s (2014) study provided useful findings, there was not an examination of whether the improvements in the children's reading comprehension was a sole result of the metacognitive tools, working memory exercises and/or the use of the integration strategies. Therefore, it is difficult to suggest that metacognition played an exclusive role in the improvements in the children's reading comprehension skills.

Another study that investigated the impact of developing metacognitive skills for reading was conducted by Huff and Nietfeld (2009). Their study aimed to

evaluate the impact of teaching 118 American children (aged 10 to 11) to use metacognitive strategies to develop their reading comprehension skills. They also examined the children's ability to make judgments of their level of confidence in reading and understanding the meaning of texts. All pupils were assessed pre- and post-intervention using the Gates-MacGinitie Reading Tests. The pre-intervention assessment results showed that all children were identified as unskilled readers. Each child was randomly assigned to one of four conditions for two weeks (12 daily sessions approximately 40 minutes per session). There were two treatment groups where 21 children received comprehension monitoring training which involved the use of metacognitive strategies (summarising, self-questioning, and reflecting on reading processes and metacognitive talk). Identical strategies were taught to 24 of the 118 children and they received additional monitoring accuracy training, which involved making judgements of their confidence in answering comprehension questions. The children in this condition also compared their confidence judgements with their actual performance. The rest of the children were split into 2 control groups.

Huff and Nietfeld (2009) found that the children in the two treatment groups made a significant increase in their ability to monitor their reading and confidence in answering comprehension questions compared to those in the control groups. It was also noted that the children in the two treatment groups improved their reading comprehension scores. The improvements in reading comprehension skills for the children who received both the comprehension monitoring and monitoring accuracy training were significantly greater than

those in the other treatment group. However, the two treatment groups did not show significant gains in using metacognitive strategies in comparison to those control group. Perhaps the pupils needed further support (e.g. additional sessions) to develop the use of metacognitive strategies while reading. However, the findings provided evidence to suggest that the use of metacognitive strategies helps to increase pupils' confidence levels in learning. This is valuable and perhaps the use of metacognitive strategies can also be integrated into future reading interventions for LAC in the UK, particularly with the focus of exploring the role of metacognition in reading. Although the EEF (2018) issued guidance on developing children's metacognition more generally, as previously mentioned, research on how it could support LAC in the UK are lacking.

2.1.3 _The use of reciprocal teaching_

Reciprocal teaching is an instructional and guided reading strategy that directly teaches pupils to apply metacognitive thinking and use meta-comprehension skills as they learn to read effectively (Hampson-Jones, 2014). This approach was initially developed by Palincsar and Brown (1984) as they aimed to combine four strategies for developing reading comprehension skills along with metacognitive awareness. As previously mentioned, the four strategies are summarising, questioning, predicting and clarifying learning information (Hampson-Jones, 2014). Pupils can be taught to use these strategies and then encouraged to practice using them in the context of developing reading comprehension skills (Ahmadi, 2012). Reciprocal teaching also involves the teacher's role as a leader to decrease over time, and pupils

gradually are encouraged to take on greater responsibility in their own learning (Ahmadi, 2012). It is hoped that the use of reciprocal teaching may support LAC to increase their reading comprehension skills.

Reciprocal teaching is suggested to be an evidence-based metacognitive and meta-comprehension strategy that supports the development of reading comprehension skills (Brown & Palincsar, 1987). Meta-comprehension skills are aligned with reciprocal teaching strategies (Schmitt, 1990). Schmitt (1990) describes meta-comprehension as a form of metacognition that refers to an individual's ability to judge their own learning and processes to understand the meaning of texts (Griffin, Thiede & Wiley, 2019). There are limited empirical studies where reciprocal teaching strategies are used to test the impact of LAC's reading comprehension skills. Therefore, the focus here will be on studies conducted with other children in the population.

Over the past three decades, research evidence has demonstrated that reciprocal teaching is an effective method for improving reading comprehension skills. One of the earlier studies was conducted by Palincsar, Brown and Martin (1987) and they found that through engaging pupils in a reciprocal teaching strategy for 12 days, their reading comprehension significantly increased. The pupils (aged 12-13) involved in this early study had strengths in decoding words but required improvements in comprehension abilities. The findings showed that their comprehension skills consistently improved after eight weeks. Although this study is not recent, it provides useful evidence that promotes the use of a metacognitive strategy (reciprocal

teaching) to enhance pupil's comprehension skills in a short space of time (8 weeks). Also, this study only involved pupils (aged 12 to 13); however, the findings have been suggested to be generalisable to those that are younger in more recent studies (e.g. Clarke, Snowling, Truelove & Hulme, 2010).

Clarke et al. (2010) also employed the use of reciprocal teaching approaches in a randomised control trial study that involved 20 primary schools. A total of 160 struggling readers (aged 8 to 9) and 20 Teaching Assistants participated in this study for 40 minutes a week for 20 weeks. The children were randomly assigned to one of four conditions (three treatment groups and one waitlist control group). In the first treatment group (oral language), the focus was on using tools (spoken narrative, teaching and clarifying the meaning of words) to develop the children's vocabulary as well as using the reciprocal teaching strategy to read texts. For those in the second (text comprehension) group, the emphasis was on the use of metacognitive strategies (e.g. re-reading and thinking aloud), making inferences from the text, using reciprocal teaching strategies and completing narrative writing tasks. In the third treatment group, the strategies used in the oral language and text comprehension skills were combined. The children were assessed at pre-, mid- (after 10 weeks), and post-intervention (at 20 weeks), as well as at a follow-up stage 11 months later.

Clarke et al. (2010) found that at the end of the intervention, there was a significant improvement in comprehension skills amongst those in the treatment groups. However, the comprehension scores for the children in the waitlisted control group decreased. The follow-up findings showed that after

11 months, the children who were in the 'oral language' group continued to make the most improvements in reading comprehension compared to those in the other groups. It could be that developing children's oral language skills as well as using the reciprocal teaching strategy was vital to improve their reading comprehension skills. Thus, the findings suggest that developing vocabulary skills is critical to developing reading comprehension skills. Further, the findings demonstrate that learning the meaning of words that are heard orally helped make sense of printed words. Therefore, the results highlight the importance of using spoken language and not just written text while using the reciprocal teaching strategy with children. Although this study was not conducted with LAC, the findings act as supporting evidence that the use of reciprocal teaching is beneficial for building reading comprehension skills and it is possible that this approach could also be applicable for LAC.

Although the above research shows that reciprocal teaching is useful in developing pupils reading comprehension skills, there is a study which found otherwise. Relton (2017) investigated the effectiveness of improving the vocabulary and reading comprehension of 22 children (age 8 -11) in the UK. This study was conducted by a doctoral student and written as a thesis; however, it is yet to be published. The children engaged in a teacher-led reciprocal teaching intervention for 10 sessions (20-30 minutes' sessions twice per week). Out of the 22 children, nine spoke English as their first language, and 13 spoke English as an additional (EAL). The findings showed that reciprocal teaching was not effective in supporting the comprehension skills of the studied children. However, there were issues with the fidelity of the

approaches used in this study as the teachers did not deliver the intervention as intended by the researcher. Issues with fidelity could have impacted the results negatively as it is difficult to associate unsuccessful outcomes to the ineffectiveness of reciprocal teaching or the other methods used by the teachers. Also, it is possible that the children with EAL may have struggled to access the materials used or had difficulties in understanding the spoken language that was used to teach during the delivery of the intervention. Although the children with EAL vocabulary skills were assessed prior to engaging in the study, the intervention was not differentiated or tailored to their needs. Further, the assessment tools (e.g. The British Ability Scales) may be challenging for children from different cultural and linguistic backgrounds. Thus, the interpretation of the assessment findings would need to be interpreted with caution as they may not be an accurate reflection of the children's verbal abilities. Furthermore, Newton and McGrew (2010) argue that it is unethical to use cognitive assessments with children that are not native speakers (e.g. children with EAL) of the language the tests are standardised in. Although this research is yet to be published, it contributes to the evidence-based studies that investigate the use of reciprocal teaching with a diverse population of children in schools.

The themes from the above studies suggest that using accessible language and materials are crucial in the delivery of reading interventions to children. Also, the importance of ensuring the fidelity of the approaches used by those delivering the reciprocal teaching intervention is crucial in order to ensure its

effectiveness is solely being measured rather than the use of additional methods.

Based on the existing literature above, it seems appropriate to suggest that teaching LAC to use metacognitive strategies may support their reading comprehension skills. Also, as previously mentioned, it may also have a ripple effect on the pupil's reading fluency abilities (Swain, Leader-Janssen, & Conley, 2017). During the active process of a reciprocal teaching strategy, children will be required to engage in identifying unfamiliar words and re-reading passages with a teacher and independently to summarise the context and look for clues to answer comprehension questions. Thus, this could potentially increase their fluency in reading familiar texts and also the frequent practice of re-reading texts is likely to have a positive impact (Swain et al., 2017). Generally, as pupils progress during an intervention, for example, through the use of reciprocal teaching, they are encouraged to re-read challenging texts. Through the regular reading of challenging texts, pupils are likely to encounter consistent exposure to high-frequency words and become more familiar with such; in turn, this supports their development of reading fluency skills (Swain et al., 2017).

The followings section is a review of other existing empirical studies that explore the impact of reading interventions and schemes specifically for LAC.

2.2 Reading Interventions and schemes for LAC

2.2.1 _What makes an effective reading intervention and scheme?_

Prior to further exploring existing reading intervention studies with LAC, it is crucial to consider the factors that contribute to effective reading interventions. Mesmer and Mesmer (2008) suggest that providing pupils with individualised reading interventions is key rather than packaged programmes. Individualised reading interventions are more appropriate as they focus on the needs of pupils and utilise targeted as opposed to universal support. The importance of assessing pupils' areas of need before a reading intervention is also vital in order to pitch it at an appropriate level (Mesmer & Mesmer, 2008).

Additionally, in schools, facilitators of a reading intervention could be any of the teaching staff, which might include Learning Support Assistants (LSAs). However, when working with children with complex needs, like LAC, an experienced teacher who has been adequately trained on the content of the reading intervention is preferable. Mesmer and Mesmer (2008) argue that this is important because it ensures that those with the right level of training and qualification are able to apply their skills and manage the complexities that may arise during the sessions. Furthermore, Edwards (2016) suggests that in addition to delivering an intervention or teaching to vulnerable children like LAC, it is essential to acknowledge that they may need emotional support. For example, LAC may share details of emotional difficulties and history of adverse life circumstances with teachers and may need the opportunity for issues to be discussed. In such cases, teachers will also need to consider their own

emotional responses to managing the emotions of LAC. Thus, this highlights the role of EPs to offer advice and supervision to schools on how to support LAC's emotional needs and to manage their own responses. In turn, this will promote a positive teaching and learning experience during the delivery of reading interventions.

Another factor that contributes towards an effective intervention is to ensure the facilitator (e.g. teacher) has appropriate and accessible materials. Harn, Damico, Stoolmiller (2017) support the idea of offering facilitators appropriate materials as it encourages fidelity and increases the likelihood of consistent use of the suggested resources. Moreover, Huff and Nietfeld (2009) demonstrate that the duration of delivery for a reading intervention matters in order for the effects to be noticed. It is suggested that 12 weeks of sessions lasting approximately 40 minutes is sufficient for pupils to improve their reading skills (accuracy and comprehension). Likewise, Oczkus (2018) also found that the 12 sessions are adequate for a reading intervention to be successful in supporting children and young people up to age 18. However, previous studies conducted by Palincsar and Brown (1987) demonstrate that pupils can make the same level of progress in developing reading comprehension skills through receiving the reciprocal teaching intervention in a shorter period (e.g. 8 weeks). Perhaps the duration and intensity of an intervention is determined by the level of support needed by the pupil. Nevertheless, guidance on frequency, duration and intensity of reading interventions should be offered to facilitators.

Furthermore, when conducting empirical studies that explore the effectiveness of interventions, the use of a Randomised Control Trail [RCT] and a control group are often seen as the 'gold standard' (Hollon, Lilienfeld & McKay, 2018). RCT studies involve participants that are randomly allocated to groups that receive an intervention. Also, a control group (those that do not receive the intervention) are usually included. However, this is not always possible when conducting a small scale, time-limited research like the present study. Thus, a study design that is feasible to conduct should be considered in situations where there are challenges with recruitment and gaining access to a large sample of LAC.

2.2.1 *Empirical studies of strategies for supporting LAC's reading skills*

Although few empirical studies have considered the impact of reading schemes for LAC, the impact of The Letterbox, Catch Up, and reciprocal teaching strategy specifically for LAC are examined in this section.

The 'Letterbox Club' is a reading scheme that was established in 2003 for LAC aged 7 to 11 in the UK (Dymoke & Griffiths, 2010). The scheme has a primary focus on reading and puts together a monthly personalised parcel of reading materials, story CDs, stationery and also mathematical games which are posted to LAC in their foster homes. The parcels are sent every year between May and October on a monthly basis as a strategy to also improve their level of attainment, engagement and attitude towards reading. Foster carers are encouraged to participate in using these materials along with the children they look after.

Winter, Connolly, Bell, and Ferguson (2011) evaluated the impact of the 'Letterbox Club' scheme which engaged 268 LAC (aged 7 to 11) between the years 2009 and 2010. All LAC were sent personalised parcels which included books, mathematics games and stationery. The LAC were encouraged to engage in the reading and numeracy materials at home for the duration of the study. The Neale Analysis of Reading Ability (Neale, 1997) was used to assess LAC's reading accuracy and comprehension skills as well as a bespoke mathematics measure. Teachers administered both of the assessments to the LAC at the pre- and post-intervention stage. The LAC were encouraged to engage in the reading and numeracy activities at home for the duration of the study. By simply engaging in reading books and the other materials, the results showed that the LAC's reading accuracy and comprehension scores increased after engaging in the scheme. Similarly, 35% of the children improved their numeracy skills in relation to the National Curriculum expectations.

The findings of the Winter et al.'s (2011) study are useful as they support the growing body of evidence which suggests that the 'Letterbox Club' is effective (Hancock & Hancock, 2017). Further, the findings demonstrate that by LAC receiving personalised parcels books, reading can be improved; however, it seems that the exact factor that is resulting in this change is unclear. It is questionable whether the improvements in the LAC's reading and numeracy skills were sole results of the scheme or whether it is a reflection of what they are being taught at school. The successful outcomes could have also been

due to the effects of other policies and initiatives targeted at LAC in schools (e.g. peer mentoring and other reading schemes) as these were not recorded. Therefore, it is difficult to establish the causality of the progress made by the LAC; mainly as there is no inclusion of a control group. Overall, it is difficult to suggest that the intervention solely made an impact on the LAC's reading comprehension skills as there could have been other contributing factors that were not considered. In addition, the LAC only received the parcels once a month and the actual process of learning to develop reading skills effectively (e.g. accuracy and comprehension) were not explicitly taught. This is a limitation of the study, as it can be argued that without teaching pupil's specific strategies for reading, any progress that is made is not sustainable (Keeffe, 2017). Further, guidance on the frequency (e.g. one hour a week) which pupils should engage with the parcels (e.g. books) were not given; therefore, it is unclear whether having a sense of regularity played a role or not. The level of engagement with the materials was also not monitored. Thus, it is difficult to know whether the progress made is associated with the length of time the LAC spent reading after receiving the parcels.

According to EEF (2011) 'Catch Up' is a successful reading intervention that was originally designed for teaching staff to deliver a structured one-to-one tutoring programme to non-looked after children. 'Catch Up' involves teaching pupils to use several strategies while learning to read such as: combining letter sounds into words (blending), separating words into letter sounds (segmenting), and memorising irregular words at a decoding level. Fraser, Barratt, Beverley and Lawes (2008) conducted a pilot study to specifically

explore whether the 'Catch Up' intervention can be successful in improving all aspects of LAC's reading skills. In this study, 'Catch Up' was delivered to 10 LAC (aged 11 to 14) by their foster carers within the home environment. The New Group Reading Test and the Revised Salford Reading test were used to assess LAC's reading skills at both the pre and post intervention stages. Although these LAC were between the ages of 11 to 14, pre-assessment results showed that their reading ages were between the ages 8 to 11 years. Prior to the intervention, all carers were trained on the details of 'Catch Up'. LAC were given selected books and the carers delivered the weekly sessions (15 minutes for twice a week) for a year. Each session required the carers to read to LAC, discuss the text (e.g. discussion about the content and expressing opinions about the story books) and to support them in completing a writing task. The findings showed that only 50% of the LAC had gains in their reading accuracy and comprehension abilities. It is also important to note that half of the LAC in this study did not complete the full duration of the intervention due to factors such as moving foster placements. Furthermore, this is one of the associated difficulties with delivering a sustained intervention for LAC.

The above study demonstrated that to some extent, it is beneficial to offer training to carers on the strategies to support LAC's reading skills, although only 50% of the LAC improved their reading skills. However, the carers reported during recorded telephone discussions and home visits that delivering the sessions in a home environment can be difficult due to the lack of structure and they were unable to run the sessions during school holidays. This is a significant limitation of the study as it is likely to have reduced

engagement from both the carers and LAC. Furthermore, the fidelity of the approach used by the carers was not monitored and they were not supervised or motivated to have the continuous drive to deliver the intervention as expected. Perhaps it is more beneficial to deliver this particular reading intervention to LAC in a school environment based on the structure, and the additional knowledge and experience that teaching staff have may be valuable.

A final study that investigates an intervention for LAC was by Murphy (2017) who evaluated the impact of a mentoring programme and the use of reciprocal teaching strategy. Of note, this study is yet to be published as it is a thesis conducted by a doctoral student. The study involved 15 LAC, aged 8 to 11 (3 boys and 12 girls) in a weekly intervention led by 15 mentors on a one-to-one basis for 12 weeks. Prior to the intervention, LAC's reading abilities were assessed using the Diagnostic Reading Analysis [DRA], a standardised measure. The findings of the DRA revealed that the LAC's reading accuracy, fluency and comprehension scores were initially below age-related expectations. At the pre- and post-intervention stage, the LAC's levels of resilience and sense of school belonging were also assessed using the Psychological Sense of School Membership Scale (PSSMS; Goodenow, 1993). The mentors used strategies based on the reciprocal teaching approach developed by Palinscar and Brown (1984). Each session comprised approximately 20 minutes of mentoring and 40 minutes of reciprocal teaching reading activities. The findings are useful as it demonstrates that the reading intervention had a statistically significant positive impact on reading

comprehension skills and a secondary effect on sense of school belonging and some aspects of resilience such as the sense of mastery, emotional reactivity and sense of relatedness. Improvement in the LAC's reading accuracy were noticed at the post-intervention stage; however, the difference was not statistically significant.

Despite the positive results in Murphy's (2017) study, there are associated limitations. As each session was flexible and tailored to the pupil's needs, it is not clear whether the improvement of the pupil's reading comprehension skills is as a result of the mentoring or the use of reciprocal teaching strategies. However, the findings are still valuable, and perhaps the combination of both mentoring and the reciprocal teaching strategy collectively contributed to the positive outcomes. Thus, the findings suggest that providing LAC emotional support as well as a targeted reading intervention is beneficial. Additionally, due to the difficulties of recruiting LAC, a waitlist comparison group was not formed. A waitlist comparison group are participants who should then receive the intervention at a later date (Goodwin & Goodwin, 2016). However, the lack of a control group was compensated by comparing results with official statistics. While this is beneficial in interpreting the findings, it is difficult to separate the changes caused by natural maturation of the LAC's reading skills to other contributing factors that are not directly attributable to the reading intervention. Murphy's (2017) research is yet to be published; however, the usefulness of the researcher's findings can be acknowledged as it is one of the few studies which provide the evaluative outcomes of a reading and mentoring intervention for LAC.

The collective findings from the above studies confirm that when LAC receive targeted one-to-one reading interventions rather than packaged programmes, there are noticeable improvements in their reading abilities. The following section will explore the association between the development of LAC's reading skills and psychosocial measures: confidence in learning and sense of school belonging are explored.

2.3 <u>Expected secondary outcomes: sense of school belonging and confidence in learning</u>

A link between educational attainment and self-esteem has been suggested by Lindeblad, Svensson, and Gustafson (2016). Therefore, it is possible that reading interventions may have secondary repercussions on increasing children's confidence as learners. Zimmerman (2008) suggests that developing reading skills influences self-confidence in pupils. As previously mentioned, findings from Palincsar and Brown (1987) show that reciprocal teaching is a useful intervention, and this also increased pupil's (non-LAC) level of confidence. Perhaps, by offering pupils the explicit tools used in reciprocal teaching (e.g. clarifying the meaning of words in texts) to develop skills to understand text can boost pupil's confidence in their abilities to access reading materials. Katzir, Lesaux, and Kim (2009) propose that a child's level of confidence as a learner is likely to influence their interest in reading. Further, McGeown, Johnston, Walker, Howatson, Stockburn and Dufton (2015) report that children who feel competent as a reader are more likely to persevere and less likely to avoid reading challenging texts. Vinnerljung, Tideman, Sallnäs,

and Forsman (2014) suggests that developing LAC's reading skills improves their level of confidence and self-esteem. Although such arguments can be made for LAC, there are limited empirical studies to support the idea that there is a relationship between improvements in LAC's reading abilities and their confidence as learners. Thus, this could be explored further in future research.

Lavigne, Vallerand, and Crevier-Braud (2011) claim that a fundamental human need is to belong and this is suggested to be more so for individuals who may have had reduced opportunities to form an attachment with another during early childhood. Such circumstances may have been experienced by some LAC who separated from their birth families and have had reduced opportunities to form an attachment with a consistent caregiver (Luke, Sinclair, Woolgar, & Sebba, 2014). Also, LAC may experience frequent placement moves which can disrupt opportunities to form bonds and relationships with others. Therefore, for some LAC who have the privilege of staying in the same school for a lengthy period of time, the setting may be one of the most stable environments where a sense of belonging can develop. Furthermore, it is suggested that having pleasant interactions with a key person in the context of a stable and secure environment may satisfy the drive to belong (Lavigne et al., 2011). Perhaps, through engaging LAC in a reading intervention with a key adult in a school environment over a period of time may foster the opportunity to develop a bond and/or increase their sense of belonging in school.

As previously mentioned, LAC's sense of school belonging was significantly increased after receiving the reciprocal teaching and mentoring intervention (Murphy, 2017). A possible reason for this may be because the teachers who delivered the intervention created an environment in which the LAC felt included, accepted, respected and supported, which all led to the feelings of belongingness. In support of this, within Maslow (1968) hierarchy of needs, 'love and belongingness needs' take precedence over self-actualisation which can be gained through acquiring new skills. This suggests that those that lack a sense of belonging may struggle to engage in learning new skills in school (e.g. reading). Perhaps if this need is being met through having consecutive one-to-one interactions with a teacher during the delivery of a reading intervention, the drive to engage in learning may be an expected secondary outcome.

Similarly, Hill et al.'s (2001) qualitative findings highlighted that positive relationships were formed between the teachers who led the one-to-one interventions and LAC. Thus, both the teachers and LAC found their relationship to be valuable as it was suggested to have provided a sense of belonging as well as positive literacy outcomes. It was also highlighted that using teachers from the LAC's school was worthwhile as it enabled a strong rapport to be easily developed which facilitated an increase in 80% LAC confidence levels. Further, 45% of LAC felt they were more competent in literacy and numeracy. To build on these findings, the use of teachers from the LAC's school is a core element of the design of the present study.

2.4 <u>Aim of the study</u>

The literature review identified that the use of metacognitive strategies is an important factor which supports the development of reading skills. The effectiveness of strategies to support LAC's readings skills were explored and the importance of engaging LAC in teacher-led reading interventions were suggested to be useful. Further, the forming of a relationship between a LAC and a facilitator of an intervention was suggested to be another key factor to promote successful outcomes.

As there are limited studies in this area, the present study aimed to explore the role of metacognition in supporting the development of LAC's reading skills. The focus was particularly targeted at LAC who were identified by their schools to be in need of a reading intervention to develop their reading comprehension and reading fluency skills. Additionally, the impact the reading intervention had on their reading accuracy skills was also investigated. Further, there was an emphasis on capturing the voices of the LAC, teachers and carers to gain their views of the impact of the reading intervention. Also, this present study explored possible secondary outcomes (the LAC's confidence in learning and sense of school belonging) of the reading intervention. A school-based (teacher-led) intervention model was applied to enable LAC to develop relationships with a member of staff from their school and a better sense of school belonging. Furthermore, the use of school-based teachers utilises their skills of working with LAC to improve their reading comprehension, fluency skills and use of metacognitive strategies. As previously mentioned, the importance of EPs developing a partnership with

schools by making use of a collaborative framework for implementing interventions is vital (Wagner, 2000). In the context of Educational Psychology Services that have adopted a traded model (purchase of EP service delivery time), careful negotiation of work is crucial as well as helping schools to understand the role of an EP (Fallon, Woods & Rooney, 2010; BPS, 2017). Therefore, this research may act as supporting evidence to showcase and promote the ways EPs can support schools to develop the reading skills of LAC on an individual and, potentially, at a systemic level in schools.

It was hoped that the results of this study could act as an evidence-base for EPs to use when informing schools about possible reading interventions and whole school approaches that may be beneficial to LAC and potentially other children.

2.4.1 *Research questions*

The following research questions were identified in terms of expected primary outcomes:

1. Does the use of metacognitive strategies (metacognitive talk, probing questions and reciprocal teaching) support the development of LAC's reading comprehension and reading fluency skills?

2. What are the views of the LAC on their experience of the reading intervention and use of metacognitive strategies?

3. What are the teachers' views on the impact of the reading intervention and the contribution it made towards the development of the LAC's reading comprehension and reading fluency skills?

4. What are the carers' views of the impact of the reading intervention and the LAC's approach to reading at home?

In addition, possible secondary outcomes of the intervention were considered:

5. Does the reading intervention have an impact on LAC's confidence as a learner?

6. Does participating in the reading intervention have an impact on LAC's sense of school belonging?

3 Methodology

The methodology section will outline the philosophical stance, research design, participants, materials, procedures, data analysis and ethical considerations of the study.

3.1 Philosophical Stance

This present study adopted a mixed-method approach and to address the aims of this study; a pragmatic critical realist position was taken. The pragmatic critical realist position represents a dynamic stance for mixed method studies through using the collaboration of quantitative and qualitative approaches especially as this study was carried out in a real-world setting (Bhaskar Danermark, & Price, 2017; Johnson & Onwuegbuzie, 2004). Johnson and Onwuegbuzie (2004) suggest that taking a pragmatic position involves being flexible and practical in relation to what works when conducting research (Johnson & Onwuegbuzie, 2004). Johnson and Duberley (2000) state that pragmatism also views the nature of knowledge by questioning what is real and what is not.

Similarly, a critical realist stance involves assuming reality to have multiple layers containing various mechanisms that influence what is experienced by people (Bhaskar et al., 2017). Undertaking the integration of both a pragmatic and critical realist position involved taking a practical and critical approach to distinguish between what is known and what is interpreted simultaneously with contextualising the meaning of the LAC, teachers and carer's views of their experiences of the reading intervention. Thus, the interpretation of the

qualitative information was not seemingly accepted at face value but critically analysed. Tebes (2005) argues that knowledge is suggested to be valid in a particular context; thus, as the data gathered from this present study emerged from the context of one LA, the qualitative data was critically examined. Further, caution was taken to avoid making over generalisations of the findings.

Additionally, Braun and Clarke (2013) suggest that researchers can never be sure whether their interpretation of qualitative findings are absolute or merely an insight that reflects their own experiences and values. Subsequently, researchers are urged to explore the ways their values, experiences and beliefs influence their approach to research; particularly, when analysing data through making reflective accounts (see Appendix A).

3.2 <u>Research Design</u>

Initially, a quasi-experimental research design was planned which would have involved a non-randomised pre-, post- and follow-up examination of the impact of the reading intervention on LAC. In other words, the LAC would have been placed into two conditions (treatment and waitlisted control group) without random assignment as ethical concerns were associated with delaying the delivery of a potential effective intervention to one group of LAC. Despite the substantial efforts to carry out this initial plan, changes were made due to uncontrollable factors; namely, a reduced number of participants that could be recruited and time constraints. Further, it was not appropriate to use statistical analysis to explore the answers to the research questions with the available

small sample size. As a result, this study adopted a mixed-method design by utilising a multiple case study approach to explore the role of metacognition in a targeted population (LAC) as they engaged in a reading (fluency and comprehension) intervention.

A mixed method study has been defined by Tashakkori and Creswell (2007) as: *"Research in which the investigator collects and analyses, integrates and draws inferences from data using both qualitative and quantitative approaches in a single study (p.4)."*

Yin (1994) states that a case study: *"Investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (p.13)."*

The strength of using a mixed-method design refers to the researcher's gains in the breadth and depth of evaluating an intervention while counteracting the weaknesses associated with using qualitative and quantitative approaches alone (McKim, 2017). Clark (2011) suggests that using quantitative methods alone in exploratory research is weak in understanding the context in which data is collected and the effect of other associated factors. This is because simply collecting the quantitative data alone may not capture the qualitative information that may be useful to evaluate the effectiveness of an intervention. Another advantageous characteristic of conducting mixed methods research is the possibility of the triangulation of several methods and data sources to examine a phenomenon (McKim, 2017). The rationale for using multiple case studies was to gain a wide perspective of a phenomenon and to generate

hypotheses through the use of exploratory research questions (Gustafsson, 2017).

Although a criticism of using a multiple case studies approach may be that the generalisability of findings is limited. Yin (2018) argues that case studies are generalisable to existing theories and are helpful to discover a rare phenomenon. The focus is on 'analytic generalisation', rather than 'statistical generalisation' and the concern is not to generalise the findings to the greater population (Yin, 2018). As there is no existing study that considers a metacognitive approach in a reading intervention for LAC, it is hoped that through the use of multiple case studies, the findings will help to discover new knowledge that can be explored further in future and on a wider scale.

3.2 Sampling and recruitment

Purposive criterion sampling was used to identify LAC. The Virtual School Head at Borough X initially identified 20 LAC in KS2 (Years 3 to 5) from 19 schools. However, due to recruitment challenges, six (five males; one female) LAC (three pupils in year 5 and the other three in year 6) from five mainstream schools participated in this study. All LAC involved were White British which was representative[1] of the majority of the children that are looked after by an Outer London Borough of X where this study was conducted. There were five teachers (four females; one male) who delivered the reading intervention to the LAC (one of which delivered the intervention to two LAC at

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[1] At the LA (anonymised) where the present study took place, 53.6% of LAC are White British, 5% are from other White backgrounds, 10.8% are White and mixed background, 6.4% are Asian, 2.0% are Black Caribbean, 13.9% are Black African and 8.4% are from other ethnic groups.

the same school on separate occasions). A total number of six carers (three females and three males) also took part in this study. To draw together information from the participants, six cases were included in the research (as shown in Table 1). Therefore, in total there were 17 participants (LAC, teachers and carers). All names were anonymised; pseudonyms were given to humanise the participants. For ease with following which participant belonged to each case, they were also given coded letters with the first letter of their pseudonyms matching the letter of their case group (e.g. Pupil A, Teacher A and Carer A). However, it was not possible to use a different pseudonym for one teacher as she supported two LAC (Pupil C and E).

Table 1

An illustration of the participants in each case

Case A	Case B	Case C	Case D	Case E	Case F
Anthony (Pupil A)	Ben (Pupil B)	Carlton (Pupil C)	Demi (Pupil D)	Eden (Pupil E)	Freddie (Pupil F)
Annette (Teacher A)	Bob (Teacher B)	Carly (Teacher C)	Dawn (Teacher D)	Carly (Teacher E)	Francesca (Teacher F)
Ashley (Carer A)	Barry (Carer B)	Corner (Carer C)	Diane (Carer D)	Eve (Carer E)	Frances (Carer F)

The following eligibility criteria for inclusion in this study were applied:

i.   Each LAC was placed in the long-term care of the Local Authority, Social Services and lived with foster carers throughout the time of the intervention;

ii.   Recruitment was from LAC in KS2;

iii.   Reading difficulties had to be identified as an area of development for each LAC;

iv.   All participants had to be fluent in speaking and were native English language speakers;

v.   Only qualified teachers could lead the reading intervention.

The sample was restricted to pupils in KS2 and all the LAC were identified by their Designated Teacher to be struggling readers with reduced reading comprehension and fluency skills. Initially, 6 schools volunteered to participate in this study. It was found at the pre-intervention stage via the YARC assessment results that one of the LAC's reading abilities ranged from average to above average. As a result, this school did not meet the inclusion criteria for the study and were not involved. From those who did participate in this study, a LAC Anthony, (Pupil A) had an official SEN diagnosis (Attention Deficit Hyperactivity [ADHD]) disorder and Freddie (Pupil F) was reported to have speech and language needs. Unique characteristics (e.g. time in care) of each LAC are presented in section 4 (results) as vignettes.

All teachers were asked to complete a brief questionnaire (see Appendix B1) to find out their level of experience of teaching and delivering an intervention prior to partaking in the study. The responses of the questionnaire showed that the teachers had been teaching for between 6 and 39 years and some of them were senior members of staff who had multiple roles (e.g. Deputy Head, Head of Autism Spectrum Disorder Provision and Special Educational Needs Coordinators [SENCOs]). Currently, Bob (Teacher B) taught year 1 pupils and had experience of teaching secondary school aged pupils while Dawn

(Teacher D) had a year 4 class. The rest of the teachers involved did not have a class that they currently taught at the school. Some of the teachers held additional SEN qualifications. For example, three teachers had gained SEN co-ordination accreditation. Within the last three years, five of the teachers had additional training on dyslexia, attachment difficulties, speech and language training, training on visual stress, supporting pupils with Autism Spectrum Disorder [ASD], mental health and wellbeing support training (e.g. Thrive) and Therapeutic Play training. All of the teachers were qualified, experienced and had delivered one-to-one literacy based interventions prior to participating in this study. In addition, the teachers involved knew the LAC in advance of the research as they had been working with the pupils from the start of the academic year (2017/2018) apart from Dawn (Teacher D).

3.3 The Intervention

3.3.1 The content and structure of the reading intervention

The teachers led the reading intervention for 1 hour or two 30 minutes' weekly sessions for a period of 12 weeks. The teachers were asked to use both reciprocal teaching strategies and metacognitive probing questions to prompt the LAC to plan, monitor and evaluate their own abilities while reading a text. It was suggested that the teachers should make a choice of text that is exciting and suited to each LAC's interest (e.g. a story book from the school's library). The teachers were instructed to gradually encourage the pupils to use the metacognitive strategies independently. Further, the teachers were asked to tailor the intervention to the LAC's reading needs based on the outcomes of the pre-intervention assessments (see Appendix C). The assessment outcomes will be discussed in section 4. Materials were provided for the

teachers to use within the delivery of the intervention (see Appendix D). The teachers were asked to support the LAC's emotional needs often as needed.

The teachers were asked to implement the following structure:

i. Read the pre-intervention assessment report to understand the reading needs of the LAC;

ii. Select appropriate reading material based on the child's reading ability;

iii. Follow the EEF recommendations for developing Metacognition and self-regulated learning (Appendix E);

iv. Spend the first 10 minutes to manage and deal with psycho- social needs that may arise;

v. Engage in metacognitive talk with the LAC using the probing questions to prompt metacognitive thinking of the strategies, skills and knowledge needed to read comprehension task (see Appendix F1) for 5 minutes prior to reading;

vi. Involve the LAC in reading a text while using reciprocal teaching strategies and resources provided (see the fidelity checklist, Appendix D);

vii. Plenary: Engage the LAC in metacognitive talk using the evaluation questions (Appendix F2);

viii. Complete the teaching log sheet (Appendix G);

ix. Ask the child to evaluate each session using the evaluation sheet. (Appendix H).

3.3.2 *Training for the Designated Teachers*

Prior to delivering the reading intervention, each teacher attended a training session (see Appendix B2) which was delivered by an Educational Psychologist and a Trainee Educational Psychologist. The focus of the training was on the educational and psycho-social needs of LAC, current theoretical models of literacy development and good practice in teaching reading and comprehension skills. The session also focused on describing the impact of having one-to-one tuition with a LAC while building a good working relationship. Central to the training, explanations for the role of metacognition in developing LAC's reading skills was provided. The Education Endowment Foundation (EEF) recommendations for developing pupil's metacognition and self-regulated learning (see Appendix E) were shared with the teachers as they were asked to follow the recommendations while delivering the intervention. The principles and strategies of using reciprocal teaching to develop reading (fluency and comprehension) skills were explained to all the teachers involved in this study. Specifically, the teachers were informed to use reciprocal teaching by focusing on four reading and comprehension strategies: summarising, questioning, predicting and clarifying (see Appendix D for checklist of delivering reciprocal teaching strategy). Also, the teachers were given reciprocal teaching resources and encouraged to use them as a key part of the reading intervention.

3.3.3 *Fidelity of Implementation*

To ensure the fidelity of the approach used by the teachers while delivering the reading intervention, they were given a handout and an audio recording of

the training session which they could revisit as required. The audio recording was sent via email. As previously mentioned, the teachers were asked to engage the LAC in metacognitive talk and reflection (plenary, see Appendix F1 & 2) through a discussion towards the end of each session. Statements made by the LAC during these discussions were written by the teachers on the logs (see Appendix G). Teachers were also asked to record the content taught in each session and to highlight how they followed the EEF recommendations for developing the LAC's metacognition. The logs (diaries) were returned to the researcher at the end of the reading intervention and provided an insight into what happened in each session. The purpose of this was to increase the fidelity of the approach to motivate the teachers to stick to what they were asked to do (ensuring tighter control than the previous studies in this area).

Mercer (2016) support the use of metacognitive talk as it promotes the idea of pupils reflecting on the metacognitive strategies that are used in learning through teachers seeking oral feedback, prompting dialogue, and scaffolding 'exploratory' discussions. The teachers were asked to adhere to the Rosenshine and Meister's (1994) reciprocal teaching checklist for every session with the LAC (see Appendix D). At the end of the 12 weeks period, a check was conducted to ensure that the teachers followed the criteria of the reading intervention but this data was not analysed in the present study. It was confirmed that the teachers used the resources (e.g. reciprocal teaching checklist), and followed the structure of the reading intervention; however, the specific content of each session was briefly noted in the logs.

In addition, the teachers received weekly contact via telephone calls where the researcher engaged them in supervision and consultation. During the telephone calls, the researcher provided support to teachers and gave a brief reminder of the expectations of the intervention as deemed appropriate. Concerns that were raised were jointly solved by the teachers and researcher during the telephone supervision calls. The teachers were given the researcher's contact details so they could seek additional support and advice as required.

3.4 <u>Materials</u>

To answer **research question 1**, data was collected at the pre and post intervention stages.

The following materials were used:

i)   The British Ability Scales, 3rd edition [BAS-3] (Elliott, 2011).

BAS-3 is a UK-normed standardised assessment comprising tests of cognitive and literacy abilities. The BAS-3 was standardised with a diverse group of children from various backgrounds. The verbal (word definition and verbal similarities) and non-verbal (matrices and quantitative reasoning) subtests were administered from the BAS-3 at the pre-intervention stage. The word definition subtest assessed the LAC's ability to identify and define the meaning of words through spoken language. The verbal similarities subtest assessed the LAC's reasoning of using verbal concepts. The matrices subtest examined the use of non-verbal reasoning skills, and application of relationships among pictures and abstract figures. The quantitative reasoning subtest measured a child's ability to detect and apply rules concerning sequential patterns in

dominoes and relationships between pairs of numbers. Raw scores were converted to T-scores using the BAS-3 online scoring system. The BAS-3 demonstrates high reliability (coefficients for the cluster scores for both the verbal and non-verbal BAS-3 subtests average between 0.84 and 0.93) and validity (verbal subtests: 0.74 and non-verbal subtest: 0.86) (Elliot, 2011). The BAS-3 has also been reported to have high test-retest reliability (Elliott, 2011).

The purpose of collecting this data was to identify the cognitive profile of the LAC in order to pitch the reading intervention at the appropriate level (e.g. using simple language for those with reduced verbal abilities). At the post-intervention stage, only the LAC's verbal reasoning abilities were re-assessed as the focus of the reading intervention did not include developing the LAC's non-verbal reasoning abilities. The limitations for using the BAS-3 to re-test the pupil's verbal abilities within the short time frames are acknowledged. However, there are limited alternative assessment tools that could have been used. Therefore, the results are interpreted with caution.

ii)   The York Assessment of Reading for Comprehension [YARC] (Second Edition) Primary Version (Snowling, Stothard, Clarke, Bowyer-Crane, Harrignton, Truelove, Nation & Hulme, 2011).

The YARC is a diagnostic assessment (covering ages 5-11) that was used to assess each child's passage reading decoding, fluency and comprehension skills (Snowling et al., 2011). The YARC was standardised with a national sample of pupils from a diverse background. As recommended by the YARC manual, the Single Word Reading Test [SWRT] (Foster, 2007) was administered first and the scores were used to determine the appropriate

starting passage level for each LAC. Each LAC read two passages to ensure a reliable estimate of their reading ability. The passages (pre-intervention stage: form A and post-intervention stage: form B) consist of fiction and non-fiction texts. A running record was taken, noting the child's errors (and accuracy) as well as the time taken to complete the passage. Following reading each passage, comprehension questions were asked to gain information about each child's skills of retrieving information from the text. The comprehension questions test inference skills and vocabulary knowledge. Raw scores were inserted into the online score conversion tool (GL Assessment Online Scoring Services) (Snowling et al., 2011). The reliability for reading accuracy and reading rate is good to excellent (Cronbach's alpha= 0.75-0.95); further, the reliability values for comprehension of the passages from forms A and B range are ranging from low to adequate (Cronbach's alpha = 0.48 – 0.77). Atkinson, Levy, Powell, and Slade (2017) argue that existing literature and practice-based research suggest that the YARC is an effective assessment tool for assessing pupils' reading skills (e.g. comprehension skills). Thus, this influenced the decision to use the YARC within this present study.

iii) Meta-comprehension Strategy Index [MSI] (Schmitt, 1990)

The Meta-Comprehension Strategy Index (MSI) was used to assess pupils' awareness of the strategies that can be used before, during and after reading narrative texts. This is a 25-item (multiple-choice with four choices), questionnaire, and was originally developed to measure the strategic awareness of children (aged 8-11) in America; however, it can be used in other

parts of the world (Schmitt, 1990) (see Appendix N). The MSI was administered pre- and post-intervention. The MSI measured LAC's awareness of meta-comprehension strategies with six broad categories: predicting and verifying content of the stories, previewing the text, reading with purpose, self-questioning, drawing from background knowledge, summarising and applying fix up (re-reading) strategies. Schmitt (1990) reports that the MSI has internal consistency value of 0.87 which indicates that this tool is a reliable measure of meta-comprehension strategy awareness. The strategies assessed in the MSI are consistent with techniques that are taught in reciprocal teaching methods (e.g. predicting and summarising content of a text) (Palincsar & Brown, 2009). At both the pre- and post-intervention stages, the LAC's responses for each of the 25 items were scored using the pre-determined criteria (provided on a score sheet). A score of 1 was given for the item if the LAC response matched the answers on the score sheet. Subtotals were calculated for each of the six broad categories. The LAC's subtotal scores for each item at the pre- and post-intervention stage were compared. All subtotals were added together to give a total MSI score at the pre- and then at the post-intervention stage.

To answer **research questions 2, 3 and 4**, the following data was collected:

    iv)   Semi-structured interviews

Qualitative information was gathered from the teachers, LAC and carers at the end of the intervention through carrying out semi-structured interviews (see Appendix I). The purpose was to gain an in-depth understanding of the teachers and pupil's experience of the reading intervention. Through the

interview process, there was an exploration of their views on the role and the use of metacognitive strategies in acquiring reading skills. Carers' views on the impact of the reading intervention and the LAC's approach to reading at home were also considered. The semi-structured nature allowed for a template of questions (see Appendix I) related to answering the research questions with the flexibility of asking for more detail when something interesting came up naturally.

To answer **research question 5,** the following data was collected at the pre and post intervention stages.

v)   The Belonging Scale (Goodenow, 1993)

The Belonging Scale is an adapted (shorter) version of the Psychological Sense of School Membership Scale [PSSM] (Goodenow, 1993). It is designed to measure school membership which is defined as the "*extent to which pupils feel personally accepted, respected, included, and supported by others in the school environment*" (Goodenow, 1993, p. 80). The Belonging Scale has been designed for children from age 8 years old and over and it involved rating statements such as: *"I feel really happy at my school".* It is a 12-item measure with a 3-point response scale with choices ranging from 'no not true', 'not sure' to 'yes true.' Some reverse scoring items are used. Raw scores were added together and divided by 12 to get a mean total score for their sense of belonging. Pupils with scores below 2 indicate a low sense of school belonging. The Belonging Scale has been reported to have high internal consistency reliability (0.875) (Frederickson, Evans, Simmonds & Soulsby, 2007).

To answer **research question 6,** data will be collected at the pre and post intervention stages.

vi)   The Myself as a Learner Scale [MALS] (Burden, 1998).

The MALS has a 20 item scale that consists of simple self-referring statements (e.g*." I'm good at discussing things* and *I know the meaning to lots of words"*) to which individuals can respond in a positive, negative or neutral manner (Burden, 1998). The questionnaire assessed the area of academic self-concept that an individual believes they possess. It explores children's perception of themselves as learners and problem solvers. LAC were asked to indicate responses for each statement (5 = most positive and 1 = most negative). Some of the statements were negatively worded and therefore the scores were reversed. All of the scores were added up to give a total MALS score. A score between 60 and 82 are considered to be within the average range, a score below 60 indicates low academic self-concept and scores above 82 are within the high range. The MALS alpha reliability index score is 0.85 and the construct validity score is 0.83 indicating that it is reliable and has a high sense of validity (Burden, 1998).

3.5 Procedure

Schools were sent an information sheet and consent forms (see Appendix J) by the Virtual School Head Teacher in order to explain the process of the programme. The carers received the information sheet and details about the study. Prior to confirming the total participants in this study, 19 schools were approached and 14 of them were not able to engage in the study due to lack

of available teaching staff to deliver the reading intervention; however, five of them participated in the study.

In September 2018, all the five teachers involved attended half a day of training once consent was provided by the LAC's carers and Social Workers. All teachers, carers and pupils were given an information sheet which outlined their involvement and rights while participating in the study such as confidentiality (see Appendix J). The timeline of the study and data collection process is illustrated below (Table 2). Pre-intervention assessments of the LAC's reading skills, verbal and non-verbal abilities using the BAS-3 and YARC took place in their own school, this lasted approximately an hour. A summary of the results from the initial screening process was provided to the teachers in the form of tables and graphs depicting the child's strengths and weaknesses in the cognitive and reading assessments (see Appendix C).

Table 2

The data collection process at the pre and post intervention stage

Baseline/Pre intervention stage July 2018	Post intervention stage January 2019
Quantitative Pre-intervention data collection	Quantitative Post intervention data collection Interviews with LAC and teachers

-Training day for teachers was on the 11th of September 2018.

-The reading intervention began on 17/9/2018 and ended once the pupils had received 12 sessions (January 2019).

-Interviews of all LAC, teachers and carers took place in January 2019 in the pupil's schools, and responses were recorded using an audio device.

A suitable day and time (e.g. typically at the end of school day) to engage in the reading intervention was agreed between the teacher and child. The teachers were encouraged to offer drinks and snacks to provide refreshments for the LAC in order to make the sessions less formal than a classroom setting. At the end of the reading intervention, the LAC were given a certificate to positively reward their engagement with the sessions (see Appendix K).

3.6 Ethical considerations:

Full ethical approval was obtained from the UCL Institute of Education Research Ethics Committee [REC]. A signed version of the application demonstrates that the actions taken in this study conformed to BPS requirements (see Appendix L).

All participants (including the school/teachers, carers, and pupils) were fully informed about the nature of the study in the form of an information sheet and letter. This included information such as confidentiality and their right to withdraw from the study at any point. Following receiving this information, teachers and carers were required to provide written consent. A child friendly information sheet was given to each child which provided information of their level of involvement and commitment required in the study (Appendix J). Written consent and verbal assent were also provided by the LAC. It was acknowledged that the children may have felt obliged to participate as teachers would have informed them about the study initially; however, the children were given the right to withdraw at any point.

The collected data were anonymised. Each participant was allocated an alphabetical code and pseudonyms which is used on all the questionnaires, assessment booklets and the recording of the interviews. Electronic data was stored on an encrypted USB drive and hardcopies were locked in a secure cabinet for the duration of the study.

Importantly, LAC's emotional reaction to participating in the study was monitored by the teachers throughout the duration. When necessary, it was agreed with the schools that the LAC could discuss concerns with the SENCO or researcher during or after the assessment process and reading intervention. For example, it was shared by a SENCO that a LAC (Pupil C) was extremely emotional after reading a passage from the YARC assessment which was

about being burgled and this reminded him of his own personal experience. The SENCO provided emotional support to this particular LAC in school.

3.7 Data Analysis

3.7.1 Analysis of quantitative data

In order to answer Research Questions 1, 5 and 6, a descriptive account of the quantitative data from the cognitive, reading and questionnaire measures T-scores from the BAS-3 and Standard Scores of the YARC outcomes were illustrated. The differences in the scores of MALS, MSI, and Belonging Scale were provided. Scores are supplemented with a description of the data between the pre- and post-intervention stage.

3.6.2 Analysis of qualitative data:

Transcription of all qualitative (interview) data was carried out as near as possible to the time of data collection, to reduce the risk of data being lost. Thematic analysis was conducted to explore the semi-structured interviews from each cohort (LAC, teacher, carer). Thematic analysis aimed to identify themes through the use of six phases using the guide provided by Braun and Clarke (2006; 2013). This followed a process of (i) firstly becoming familiar with the qualitative data, (ii) generating initial codes (see Table 3) (iii) searching for themes, (iv) reviewing themes, (v) defining and naming themes and (vi) selecting extracts to answer Research Questions 2, 3 and 4. This process was not linear but recursive as the stages of analysis were revisited on numerous occasions (e.g. moving codes to fit the most appropriate themes a number of times).

As well as exploring the themes of the qualitative information provided within the group of teachers, LAC and carers, the analysis focused on exploring the patterns between the various viewpoints. All of the qualitative information was interpreted at a latent and semantic level due to the focus being on the content and meaning of details shared by participants about their experiences. The analysis was also inductive (data-driven) as it was not shaped by existing theories. However, it is acknowledged to some extent that analysis is always shaped by disciplinary knowledge and standpoints (Braun & Clarke, 2013).

Table 3

An example of a data extract and the applied codes

Interview name	Data extract	Coded as
Dawn (Teacher D)	So I think that modelling over that period of time with an adult one-to-one has then meant that when we do it in classes or group or we do as a whole class, she's able to pick that up and she's thinking, "Okay I know what that word means." And she naturally does that as a cycle if that makes sense, that prediction and clarification questions summarised she's picked that up which has been really positive.	*Modelling helped to scaffold pupil's thinking. *Pupil used meta-cognitive skills in the classroom.

*Latent code

For the purpose of being transparent about the process of data collection (interviews) and thematic analysis, a reflective journal (see Appendix A) was kept to avoid being delimiting. Also, the reflective journal helped to make critical reflections on the research process, practice and various positioning (the role as a Researcher versus the role as a Trainee Educational Psychologist). Furthermore, to ensure that the views of the LAC, teachers and carers were represented fairly and accurately, Research Supervisors and one other Educational Psychologist acted as separate coders to ensure inter-rater reliability by coding an anonymised section of the interview data transcripts. In addition, the codes generated by the separate coders were cross-referenced and at this stage, approximately 20% of codes were altered after careful considerations. Also, candidate themes were reviewed with the Research Supervisors prior to concluding on the analysis process and writing up of the findings of the present study.

4 Results

This section presents the findings from the quantitative and qualitative analyses in order to answer the research questions. As a multiple case study approach was adopted, it is crucial to consider some contextual information of the LAC. To do this, vignettes are used to present the LAC's background and unique characteristics. In order to give context the findings, these are presented within the results section.

The differences in the performance of each LAC on the pre- and post-intervention quantitative measures are outlined. The six cases have been studied holistically and analytically, and therefore, the findings from the thematic analysis between and across the qualitative dataset are reported. Each theme is discussed, and connections between the findings and research questions are made. In addition, examples of extracts from interviews with LAC, teachers and carers are included for the purpose of evidencing analytical claims.

4.1 Vignettes of LAC's unique characteristics

4.1.1 Case A: Anthony (Pupil A)

Anthony (in year 6) was looked after by Borough X Social Care from the age of five. He has been in a long-term foster placement since he came into care, and it is anticipated that he will remain in his current placement until the age of 18. Anthony has lived with his current carers for 6 years. Prior to entering the care system at the age of five, Anthony was reported to have experienced

a history of extremely difficult circumstances while living with his birth parents. Anthony was diagnosed with Attention Deficit Hyperactivity Disorder [ADHD][2] during the course of the present study. Ongoing concerns about Anthony's behaviour and social and emotional development have been reported and as a result, he has received support from an Educational Psychology Service and also from the Child and Adolescent Mental Health Services (CAMHS). Anthony is suggested to have reduced reading comprehension and fluency skills. He is known to a Speech and Language Therapist who reports that he has difficulties with expressive speech and language abilities. Anthony has attended his current school since September 2013 and previously attended one other primary school due to carers moving homes. Prior to engaging in this study, Anthony was receiving a one-to-one weekly (twice a week for approximately a year) literacy and numeracy intervention from his Designated Teacher where the focus was on reading and answering SAT exam style questions. However, during this study, Anthony only engaged in one other one-to-one intervention (numeracy based) at school. Anthony did not engage in group interventions at school.

While participating in this study, Anthony engaged in the reading intervention for two 30 minutes' (one before school and the other after school) session per week for 12 weeks.

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[2] Although Anthony was recently diagnosed with ADHD, it is important to note that this label is over-represented for LAC and is not always an accurate diagnosis (Cortese, Dhakras & Willis, 2017). This is due to overlaps between difficulties faced by LAC (anxiety and attachment-related disorders) and symptoms of ADHD; thus, care must be taken when diagnosing LAC.

4.1.2 *Case 2: Ben (Pupil B)*

Ben, a year 6 child has been looked after by Borough X Social Care since the age of 5 as a result of traumatic experiences while living with his biological parents. Since coming into care, Ben has lived in a long-term foster placement with his current carers. Ben has attended two primary schools while being in care due to his carers moving homes. He is not recorded to have a diagnosis of Special Educational Need (SEN). However, he is reported to have reduced numeracy, reading (comprehension and fluency skills). As a result, Ben receives weekly (once a week) one-to-one intervention to support his numeracy, and reading (comprehension and fluency skills) at school for approximately a year. He also has support with learning from a whole class Teaching Assistant [TA] during numeracy and literacy lessons. However, while participating in this study, Ben only received this bespoke reading intervention and continued with the additional numeracy support. He engaged with this reading intervention for an hour week over the course of 12 weeks (after the school day).

4.1.3 *Case 3: Carlton (Pupil C)*

Carlton, year 5 pupil was looked after by Borough X Social Care from the age of 7. He has lived with two separate foster carers following early life traumatic experiences. Carlton has been in a long-term foster placement since 2015, and in December 2018, his current carers were granted a Special Guardianship Order [SGO] which means that they have full parental responsibility. Carlton has attended his current school since 2015 and

previously went to one other primary school. He is on the SEN register and reported to have reduced expressive speech and language skills; however, he does not have an official SEN diagnosis. It is suggested by the school's SENCO that Carlton is working below age-related expectations in all areas of the curriculum, and appears to have significant difficulties in concentration and attention skills. As a result, Carlton receives support with learning in the classroom from a whole class TA.

Carlton's carers would prefer for him to continue to receive support in school; however, they do not want his learning needs to be assessed by professionals. At Carlton's current school, a whole school approach called 'Power of Reading Scheme' was being implemented at the same time of his participation in this study but he did not receive any other one-to-one or group reading interventions.

During this study, Carlton received the reading intervention for two half-hour sessions per week for a period of 12 weeks (during the school day).

4.1.4 *Case 4: Demi (Pupil D)*

Demi, a year 5 child has been looked after by Borough X Social Care since she was 4 years old. She is reported to have had a disrupted early home life and, as a result, Demi was taken into care. Demi was adopted in 2014 when she was 5 years old; however, this was for a few days and she then returned to living with foster carers. Demi has had a long-term foster placement for the last 6 years and was previously with one other carer. Demi joined her current

primary school in November 2014 following her return to her foster carers. Therefore, she has experienced disruptions in her early school placement as well as her home life. Since being at the current school, Demi had the same class teacher in order for her to experience greater consistency with a familiar adult. However, her teacher has recently changed in the year of this present study (2018/2019 academic year). Demi has been reported to have had considerably more difficulties with social interactions with her peers and new teacher in this academic year. She is reported to have received a psychotherapeutic intervention from CAMHS to support her with social, emotional and mental health needs.

While engaging in this study, Demi received other one-to-one literacy-based intervention which focused on developing her spelling, handwriting and creative writing skills. Demi also engages in a numeracy intervention at school. However, during the duration of this study, Demi did not engage in other reading interventions that focused on developing her comprehension and fluency skills. Over the course of the 12 weeks of this reading intervention, Demi was supported weekly for one hour a week (after the school day).

4.1.5 *Case 5: Eden (Pupil E)*

Eden, a year 6 child has been looked after by Borough X Social Care since he was 7 years old. He has been with one carer in a long-term foster placement since coming into care. Eden has attended his current school since September 2017 and has previously attended one other primary school. He is reported to have challenges with his behaviour in school which is suggested to often

interfere with his engagement with learning. Eden is reported to have reduced confidence in completing tasks in learning activities independently and often uses avoidance techniques (e.g. distracting others) in order to not be on task. He was identified to have difficulties with reading (comprehension and fluency) but he does not have one-to-one or group support in school prior to participating in this study. Eden is engaged in a whole school approach called 'Power of Reading Scheme' at the same time as his participation in this study. He also received social skills support with small groups of other children.

While taking part in this study, Eden received the reading intervention for 1 hour a week for 12 weeks (during the school day).

4.1.6 Case 6: Freddie (Pupil F)

Freddie, a year 5 child has been looked after by Borough X Social Care since he was 4 years old. He is currently in a long-term placement and has previously lived with one other foster carer. Freddie has attended his current primary school since September 2013 and previously attended one other school. He is suggested to have difficulties focusing for a long period of time, which impacts on his ability to complete learning tasks. Freddie does not have a formal diagnosis of SEN; however, he is reported to have learning needs and has been referred to the Community Paediatrician at Borough X for an ASD/ADHD assessment. It was also mentioned that Freddie had received support previously from CAMHS due to having attachment-related difficulties.

Freddie's brother currently shares the same carer with him; however, he is due to move to a new foster placement. It is reported that this has made Freddie highly anxious about the upcoming transition which has impacted on his behaviour at home and school. Also, while taking part in this study, Freddie received other one-to-one reading support (e.g. developing the use of phonics and guided reading) and in-class support with reading. Freddie also has one-to-one support with writing, spelling, punctuation and grammar. He is reported to access social and emotional support from a mentor at school.

During this study, Freddie engaged with the reading intervention for an hour a week over a period of 12 weeks (after the school day).

In summary, all of the LAC involved in this present study came into care between the ages of 4 to 7 years old. All of the LAC had experienced challenging circumstances in their early life prior to entering into care and are now in long term foster placements. During their school careers so far, each of the LAC has also attended more than one primary education setting, and all have been reported to have difficulties with reading fluency and comprehension skills.

Table 4

LAC's BAS and YARC (pre- and post-intervention) outcomes

	BAS Assessment T-Scores						YARC Standard Scores					
	Verbal Reasoning				Non-verbal Reasoning							
	Word Definition		Verbal Similarities		Matrices	Quantitative Reasoning	Reading Accuracy		Reading Comprehension		Reading Rate	
	Pre	Post	Pre	Post	Pre	Pre	Pre	Post	Pre	Post	Pre	Post
Anthony (Pupil A)	37	52	46	59	50	39	85	100	84	105	77	91
Ben (Pupil B)	49	49	43	54	35	42	90	95	84	105	77	91
Carlton (Pupil C)	34	37	26	39	27	27	81	81	83	93	72	73
Demi (Pupil D)	34	40	31	51	45	38	85	85	82	99	91	89
Eden (Pupil E)	42	44	31	54	40	*	100	104	84	101	83	93
Freddie (Pupil F)	38	38	31	49	38	38	87	86	83	101	73	74

Note: BAS3 T-test scores: a score of 29 and below falls within the 'Very Low' range and a score of 30-36 is within the 'Low' range. Scores 37-42 falls within the 'Below Average' range and a T-score of 43-56 falls within the 'Average', 57-62 = the 'Above Average' range; 63-49 = 'High' range; and 70+ = 'Very High' range.
*On the quantitative analysis subtest, a score was not generated for Eden as a result of the test being discontinued earlier than expected.
For the outcomes of the YARC test, a standard score standard score of 79 and below falls within the 'severe difficulty' range and scores of 80-84 falls within the 'Below Average' range. A standard score of 85 -115 falls within the 'Average' range. The highlighted numbers represent the improved LAC's assessment outcomes.

4.2 Performance on standardised and experimental measures

4.2.1 Verbal reasoning outcomes

4.2.2 Word Definition

As shown in Table 4 (see note for cut-off points), prior to engaging in the reading intervention, 5 out of 6 of the LAC had difficulties with formulating the definitions of words and reduced vocabulary knowledge in comparison to age-related expectations. Although not analysed statistically, it was found that 4 out of 6 of the groups T-scores on the 'Word Definition' subtest improved at the post-intervention stage. Half of the LAC went from being within the 'Below Average' to the 'Average' range. For 2 out of 6 of the LAC, there were no difference in the T-scores for this test between the pre- and post- intervention stage.

4.2.3 Verbal Similarities

At the pre-intervention stage, 4 out of 6 of the LAC's scores for the 'Verbal Similarities' subtest fell within the 'Below Average' to 'Low' range, indicating that they had difficulties with the general understanding of verbal concepts. Further, 2 out of 6 of the LAC's scores for this subtest fell within the 'Average' range. As shown in Table 3, all LAC made improvements in the T-scores for this subtest at the post-intervention stage.

4.2.4 Non-verbal reasoning outcomes

As previously mentioned, LAC's non-verbal reasoning abilities were not assessed post-intervention. However, at the pre-intervention stage, it was

revealed that 4 out of 6 of the group's scores fell within the 'Below Average' range with 2 out of 6 scoring within the 'Average' range on the Matrices task. This indicated that most of the LAC have reduced abstract reasoning skills and difficulties with problem-solving tasks. Furthermore, 5 out of 6 of the group T-scores for the 'Quantitative Reasoning' task fell within the 'Below Average' range, indicating that they have reduced numerical reasoning skills in comparison to age-related expectations. For this task, a score could not be generated for one participant (Eden) due to the testing being discontinued earlier than expected. However, the reading intervention used in this study did not target this area of learning.

4.2.5 Reading Outcomes

4.2.6 Reading Accuracy

As shown in table 4, at the pre-intervention stage, 5 out of 6 of the LAC reading accuracy scores fell within the 'Average' range in comparison to age-related expectations. The post-intervention results showed that half of the group improved their reading accuracy standard scores.

4.2.7 Reading Comprehension

At the pre-intervention stage, all of the LAC reading comprehension scores fell within 'Below Average' range. However, at the post-intervention stage, the results showed that all of the LAC improved their reading comprehension scores which indicates that they are able to understand the meaning of texts. All of the LAC's reading comprehension scores went from the 'Below Average' range to the 'Average range at the post-intervention stage. It also

demonstrates that the LAC are now able to retrieve information from passages and provide accurate answers to comprehension questions after receiving the reading intervention.

4.2.8 *Reading Rate (Fluency)*

The results demonstrated that 4 out of 6 of the LAC's reading rate scores fell within the 'Severe Difficulty and Below Average' range at the pre-intervention stage. However, at the post-intervention stage, 5 out of 6 of the LAC's reading rate scores increased. Demi's reading rate scores remained in the 'Average' range between the pre-and post-intervention stage. Out of those who made improvements, Anthony, Ben and Eden's scores fell within the 'Average range' at the post-intervention stage. The results suggests that the reading intervention had a positive impact on half of the LAC's fluency skill

Table 5

LAC's scores of the six categories of Meta-Comprehension Strategy (MSI)

Categories	Predicting and verifying		Previewing text		Purpose setting		Self-questioning		Drawing from background knowledge		Summarising and applying fix-up strategies		MSI Total Scores	
Number of items and maximum scores	(7)		(2)		(3)		(3)		(6)		(4)			
	Subtotals of each of the 6 categories												MSI Total Scores	
LAC (Cases)	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Pupil A	2	5	2	2	0	2	2	3	2	1	2	2	10	15
Pupil B	1	4	0	0	0	2	0	2	0	0	1	3	2	11
Pupil C	1	4	1	1	0	3	0	1	2	1	1	1	5	11
Pupil D	2	5	0	1	0	2	1	1	1	1	0	1	4	11
Pupil E	1	3	2	2	0	0	0	2	2	2	1	1	6	10
Pupil F	5	6	1	1	0	2	1	2	4	3	3	3	14	17

Note: The subtotals of each of the 6 MSI categories do not have a descriptor (higher or lower scores do not have a specific meaning); however, comparisons were made against the maximum scores (Schmitt, 1990). The highlighted scores are those that increased at the post-intervention stage.

4.2.9 LAC's use of meta-comprehension strategies

Table 5 presents the results of the reported meta-comprehension strategies used by LAC. At the post-intervention stage, an increase in all of the LAC's total scores on the MSI questionnaire was observed. Also, the LAC's responses based on how they performed in the subcomponents of the questionnaire are outlined further. At the post-intervention stage, all LAC identified that while reading there was an increase in their use of strategic processes such as **'Predicting and Verifying'** the content of a narrative text. The results also showed that all LAC reported reading more with **'Purpose'** at the post-intervention stage. This means that after receiving the intervention, the LAC have a clear goal for reading. Also, at post-intervention, 5 out of 6 of the LAC specified an increase in '**Self-questioning'** methods to clarify their understanding of texts to facilitate their comprehension skills. For Demi, there was no reported difference in her ability to use self-questioning as a tool while reading at the post-intervention stage. However, Demi was the only LAC who identified an increase in using '**Previewing',** a strategic process for reading texts. The findings showed that Ben was the only LAC that reported an increase in his ability to '**Summarise and apply fix-up strategies' when reading.** There was no difference (pre and post) in the LAC's view of their ability to use strategies such as '**Drawing from background knowledge'** of information to support their reading comprehension skills.

Table 6

Comparison of pre- and post-intervention psychosocial measures: Sense of School Belonging (SOSB) and Myself as a Learner (MALS).

LAC scores (Cases)	Sense of School Belonging		Myself as Learner	
	Pre	Post	Pre	Post
Pupil A	3	3	51	70
Pupil B	2	3	83	83
Pupil C	3	3	56	63
Pupil D	2	2	55	62
Pupil E	3	3	72	72
Pupil F	3	3	40	67

Note: The LAC responded to the belonging scale questionnaire and the scores have been added together and divided by 12 to get a total score. The LAC with scores 2 and below indicate a low sense of school belonging. A score above 2 indicate a high sense of school belonging. To interpret the MALS, a score between 60 and 82 falls within the 'Average' range and a score below 60 represents a 'Low' academic self-concept and a score above 82 represents a high academic self-concept. The highlighted scores show where the improvements were made.

4.2.10 Comparison of the expected secondary outcomes

4.2.10.1 Confidence as a learner

The results show that 5 out of 6 of the LAC's levels of confidence as a learner (measured using MALs) increased at the post-intervention stage. The LAC demonstrating an increase scored between 67 and 70 which indicates that their academic self-concept falls within the 'Average' range. The reading intervention appeared to have had positive ripple effects on the LAC's confidence in learning. There was no difference in Ben's score (83 at both the pre- and post-intervention) which represented a 'High' academic self-concept.

4.2.10.2 Sense of school belonging

As illustrated in Table 6 at the pre-intervention stage, 4 out of 6 of the LAC scored above 2, indicating a high sense of school belonging. For these LAC there were no differences between the scores pre- and post-intervention. However, Ben went from having a low to a high sense of school belonging at the post-intervention stage. Demi's scored two at both the pre- and post-intervention stage, indicating a low sense of school belonging.

4.2.11 Summary of the quantitative findings

In summary, the above findings show that metacognition played a role in developing all of the LAC's reading comprehension skills. Further, 5 out of 6 of the LAC increased their fluency scores and half improved their reading accuracy scores at the post-intervention stage. Out of those who made improvements, half of the LAC's reading fluency scores went from being the

'Severe Difficulty and Below Average' to 'Average' range at the post-intervention stage. The outcome of LAC's verbal reasoning skills at the post-intervention stage were variable. All of the LAC improved their scores on the 'Verbal Similarities' (understanding verbal concepts) subtests and 4 out of 6 increased their 'Word Definition' skills (vocabulary skills). From the LAC whose vocabulary skills improved, half went from being within the 'Below Average' to the 'Average' range at the post-intervention stage.

The pre-intervention scores revealed that the 4 out of 6 of the LAC scored within the 'Below Average' with 2 out of 6 scoring within the 'Average' range on the Matrices subtest (abstract thinking and problem solving skills). Further the pre-intervention outcomes demonstrated that 5 out of 6 of the LAC's Quantitative Reasoning scores fell within the 'Below Average' range which indicates that they had difficulties with numerical reasoning skills. However, retest was not carried out for the non-verbal reasoning subtest at the post-intervention stage.

The results demonstrated that 5 out of 6 of the LAC's levels of confidence as learners increased at the post intervention stage. At the pre-intervention stage, four LAC's sense of school belonging were within the 'high' range and for the other two, it was within the 'low' range. Ben's (Pupil B) sense of school belonging increased and Demi's stayed the same (low) at the post-intervention stages.

4.3 <u>Perceptions of the reading intervention</u>

As previously mentioned, LAC, teachers and carers views were gathered for the purpose of exploring their experiences and impact of the reading intervention. A thematic analysis of the interview data (18 interviews; three per case) was carried out. Themes were generated from the analysis between the various datasets (interview responses from each LAC, teacher and carer) for the individual six cases (presented in six thematic maps, see Appendix M). Commonalities among the patterns of themes were found between and across the six cases. Thus, a holistic analysis was conducted to integrate the overlapping themes across the 18 respondents who contribute to the six cases. These are presented in one thematic map in order to avoid repetition when presenting the results (as shown in Figure 2). From the integrated analysis (across six cases which included LAC, teachers and carers per case), eight main distinctive themes were generated and four sub-themes were identified, and illustrated on the thematic map. As shown in Figure 2, the orange dotted lines on the thematic map indicate a relationship between a theme and subtheme. There are two subthemes which are unique to case A and each will be discussed in turn. The themes and sub-themes worked together to provide a narrative about the dataset. Where appropriate, consideration of the differing views and complexities within the data are also shared to illustrate other plausible interpretations.

In the following section, a descriptive and interpretative approach was used to explain the patterns of themes found across the data, including examples of extracts (in forms of quotes) to answer the research questions. The thematic

analysis was data-driven and the description, and interpretation of the findings aimed to closely honour the qualitative data and participant's voices. While illustrating the findings in a narrative format, grammatical errors, as well as stylistic and structural problems from the data extracts were edited to gain complete clarity of the content that was shared by the participants (LAC, teachers and carers) (Braun & Clarke, 2013).
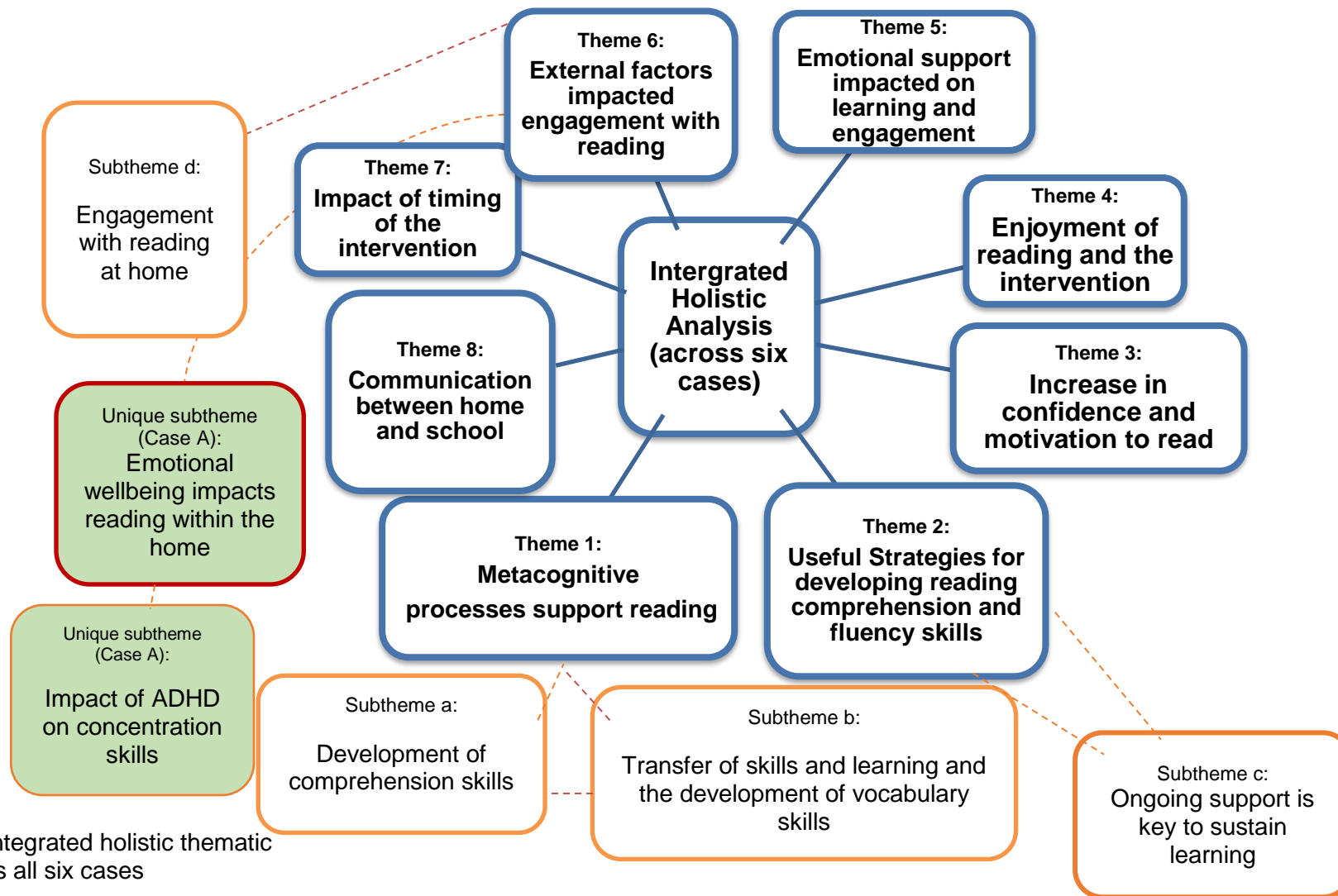
Figure 2. Integrated holistic thematic map across all six cases

4.3.1 Theme 1: Metacognitive processes support reading

Metacognitive processes can be defined as a conscious approach which enabled the LAC to plan, monitor and evaluate the skills that were used to read and comprehend texts. Across the dataset, all of the LAC, teachers and one of the carers felt that using metacognitive strategies supported reading comprehension skills and encouraged the pupils to become mindful and engaged readers. The findings indicate that by explicitly teaching metacognitive strategies, all the LAC felt that they were able to use them to make connections between factual information and conceptual knowledge when reading.

For example, Ben (Pupil B) stated:

> *We have been reading and learning more about how I could help myself in reading. I can read harder words and I can read more challenging books. I used to just skip a line when reading and then go into the next one; but now, I can keep track of where I am then I can carry on reading longer.*

Freddie (Pupil F) shared:

> *Well, when I am in my English class at school sometimes I can't read the word 'yellow', but if I do some reading now, I can read certain words and that helps quite a bit, and then I'm not always the slow one who doesn't get it done in time, so that's good. Also, I've learned a few different words.*

The above quote from Ben demonstrates that he has become a self-regulated learner by developing an awareness of his strengths, and the required skills to read for meaning. Further, Ben seems to have developed metacognitive awareness as he reflects on how he learned and used strategies to directly read for meaning. He also seems to have developed the knowledge of himself as a learner which has been effective for improving his reading comprehension skills. Ben's responses indicated that he has also developed independent metacognitive practices (keeping track of reading) to monitor his reading skills. For both Ben and Freddie, it appears that it has been valuable to explicitly teach the use of metacognitive strategies for developing vocabulary and constructing the meaning of text beyond the decoding of words while reading accurately.

Equally, all of the teachers involved in this study also reported that they perceived the use of metacognitive strategies to play a role in developing the LAC's reading comprehension skills.

For example, Annette (Teacher A) stated:

> *When Anthony (Pupil A) would summarise in sort of a superficial level I tried to take it a little bit deeper. Anthony is quite black and white in thinking and I think that's changing for him. He is starting to have more empathy with the characters and actually commit by having a relationship in a way with them. Which is what reading's about, it is*

about making the connections and I don't think he was having this, certainly not in the reading I was doing with him before.

Annette (Teacher A) also shared: "*But I think he's also helped me because I've realised with Anthony (Pupil A) modelling helps. I was kind of thinking my processes through out loud and then he started to think his processes through. He was almost like mirroring what I was doing, but at his level. I think that helped.*"

In another example, Carly (Teacher C and E) reported:

Using probing questions enabled Eden (Pupil E) to really focus in on the text and get a richer understanding of the story, not just focused on decoding the words. I think the most valuable elements of it was around understanding the characters, thinking about what we don't understand about the text. So, one of his responses was to use a dictionary. And I said, well, what if we haven't got a dictionary available, and he'd never considered that and I think all of that discussion, brainstorming and thinking about how to engage with the text was really useful. It made me think about him far deeper which is, you know, a shocker really when you think about it because you're so used to doing other things.

From Annette and Carly's perspective, using effective questioning whilst modelling metacognitive strategies for reading supported the pupil's comprehension skills. It also showed that by prompting the LAC to consider

certain techniques (e.g. summarising text) promoted the development of a relationship with the characters in books. It was also identified by Annette that she became metacognitive through reflecting on and evaluating her teaching techniques when supporting Anthony during the intervention.

Conner (Carer C) stated*: "Well, what has helped Carlton (Pupil C) is just repetitiveness and looking at the word. Okay, we've just done that word. Can you spot that word? Can you find that word on the page? And things like that. So, that's helped him a lot, because it's created that image in his brain of what that word is."*

The above quote from Conner illustrates that for Carlton (Pupil C), the use of probing questions helped him to scaffold his thinking to clarify the meaning of words which is a useful process for reading at home.

Francesca (Teacher F) commented: *"I think using metacognitive strategies helped him to think about what it means to be a good reader, so we talked a lot about that, what it means to be a good reader and how you can improve those skills, so I think from that point of view, it did help."*

Overall the data reflects that all the LAC, teachers (e.g. Teacher F), and one of the carers in this study felt that the use of metacognitive strategies played a role in exploring and reflecting on the various processes required for developing reading skills. In turn, the data aligns with the quantitative findings

as it suggests that pupils increased their reading abilities such as comprehension skills.

4.3.1.1 <u>Subtheme (a) from theme 1: Development of comprehension skills</u>

Across the six cases, the development of reading comprehension skills over the course of the intervention was a common theme noted by all LAC. All of the teachers and four out of the carers also felt that the LAC's reading comprehension skills were developed as a result of the reading intervention. Many of the LAC, teachers and carer's views are captured in the following comments:

Anthony (Pupil A) stated: *"I learned about how to answer comprehension questions. I now know how to answer questions about a story."*

Ben (Pupil B) mentioned: *"Now I can read bigger books which I couldn't read before and now I can take more challenges in reading and do harder comprehension."*

Dawn (Teacher D) shared: *"Definitely the reciprocal reading approach and using that to unpack what she was reading I think has really, really helped her."*

Eve (Carer E) reported: *"I have noticed a huge difference since he's been doing it. He really does read quite well now. I was quite impressed. Eden (Pupil E) read something recently and I was quite taken back that he read it*

so well. He seems to understand reading of text more. I mean, he can understand the stories whereas he didn't before, he just used to read long lines and he didn't have a clue about what was going on really, but now he does seem to understand and he gets to grips with the story itself now which is nice."

Frances (Carer F) stated:

> *Whilst reading, one of the things I have noticed is the bit that he reads back to me. A number of weeks ago, he would have asked me to repeat those paragraphs the following day, because he hadn't retained what was in them. He'd been able to mouth the words, but he hadn't retained the sense of them. So, he wanted me to read them. He's not asking me to do that anymore. So, he's obviously understanding what he's reading as he reads it.*

The interesting point shared by Ben (Pupil B) demonstrated signs of self-regulation skills and metacognitive reflection as he was able to identify his progress with reading. Therefore, such processes (e.g. reflection) also support the argument that metacognition does play a role in developing the LAC's reading skills. As noted by Dawn (Teacher D), the use of reciprocal teaching helped to unpack a story which supported Demi's (Pupil D) comprehension skills. The comments made by the carers also suggest that the pupils were able to transfer the learning gained during the one-to-one reading intervention at school to the home environment.

4.3.1.2 Subtheme (b) from theme 1: Transfer of skills and learning and the development of vocabulary skills

In addition to gaining reading comprehension skills, all LAC also indicated that they were able to transfer their learning from the one-to-one reading intervention to the classroom. However, the teachers (4 out of 6) had limited knowledge of whether the LAC transferred learning into the classroom as they were not their class teachers. However, Bob (Teacher B) communicated with Ben's (Pupil B) class teacher and was able to identify that he did transfer some of the skills gained to learning in the classroom. Dawn (Teacher D) was Demi's (Pupil D) actual class teacher as well as the facilitator of the reading intervention. Therefore, she was able to identify the learning and skills that were transferred to the classroom. Bob, Carly and Eden (Teachers B, C and D) also noted that the pupils whom they worked with developed their use of vocabulary over the course of the reading intervention. Examples of quotes to illustrate this point further are included below.

Bob (Teacher B) stated: "*His teacher has also told me that in class, the words or the new vocabulary that he learnt, he would then try to use in his writing or he would try to show off the meanings to the rest of the people in his class, which was quite nice to hear.*"

Dawn (Teacher D) noted:

> *So the biggest difference I've noticed is her participation in the whole class reading lessons…. For example, this morning when we were reading the next chapter of our whole class book and we were thinking*

about questions we might ask the character, what they might respond

with, she had her hand up maybe three or four times this morning,

loads, she suggested ideas. And although she had her one-to-one

support with her, they were coming from her.

Eden (Pupil E) mentioned: "*It's like helped with getting more ideas and writing*

them when we do like reading in class and like writing stories about what's

been happening, so yeah, it's helped. I write more information and what's been

happening in the story and write out more paragraphs."

4.3.1.3 *Theme 2: Useful Strategies for developing reading comprehension and fluency skills*

Apart from the use of metacognitive strategies, all of the teachers and carers

identified other useful strategies which contributed to the development of the

LAC's reading comprehension and fluency skills. Anthony (Pupil A) and

Freddie (Pupil F), identified that one other useful strategy that supported their

reading fluency was the opportunity to read text repeatedly. The following are

examples of quotes that illustrate the additional useful strategies that were

used to support the LAC with reading for meaning.

Anthony (Pupil A) reported: *"The speed reading helped me read faster and the*

reading it, like, helped me read."

Annette (Teacher A) stated: *"When working with Anthony I was using the*

repetitive side, repeating things with him each week…. up until then I'd been

doing a lot of SAT style work with him. However, this took me back to almost, like, the nitty gritty basics with him."

Ashley (Carer A) shared: *"But if we can read with Anthony (Pupil A) in short spurts, you know it's a good thing. With even stuff he likes such as watching football on TV, after a little while he gets bored."*

Freddie (Pupil F) stated: *"We were seeing how quick I could read, and I got 52 seconds was my highest score and so we were trying to use that to read a bit quicker when reading my book."*

Francesca (Teacher F) noted:

> *Freddie loves drawing, so one of the things that we did was provide him with his own drawing materials and he started to draw what his understanding of the book that we were reading which was 'The 26-Storey Treehouse.' He began to design his own treehouse and I actually also found a quiz book that was based on the text he was using so he was doing some of the activities from that as well, but he struggled with focus for any length of time at all, so you do need to break things up quite significantly.*

Conner (Carer C) mentioned: *"Well, what has helped him is just repetitiveness. So, it's just repeat, repeat, and repeat, go over it, repeat, and look at it, re-look the word."*

The above comments provide examples of strategies that supported the reading of LAC, including the use of visual cues (e.g. drawing of characters) to develop reading comprehension skills. For example, reading the text repeatedly supported the LAC's reading skills; perhaps as the new concepts and skills were presented in small manageable components to the LAC, they were reinforced through making links with prior knowledge.

4.3.1.4 Subtheme (c) from theme 2: Ongoing support is key to sustain learning

All the teachers felt the structure of the reading intervention was useful in building the LAC's reading comprehension skills and half of the teachers reported that they have chosen to continue to deliver the sessions beyond the suggested 12 weeks. Carers, Ashley and Barry felt that ongoing support should be given to the LAC in order to sustain the skills that were developed. The following comments illustrates this point further:

Annette (Teacher A) stated: *"I'm most 100% between now and Anthony (Pupil A) leaving this school he's doing these sessions I think I just want him to continue to have that interest."*

Ashley (Carer A) stated: "*I know Annette (Teacher A) has done a lot of work with him; but, we say Anthony has to come to school, he has to go into a class, he has to learn, like we all do, but if you took him out of all this and let him do his own thing, I don't think he would do hardly any of it."*

Barry (Carer B) suggested, *"I think he could probably do with some more help with reading."*

Carly (Teacher C and E) shared *"I will continue to deliver the reading intervention beyond the 12 weeks to the two pupils actually as I have found it quite a useful process to help develop their reading comprehension skills and vocabulary."*

Francesca (Teacher F) mentioned, "*I think we'll continue not as a one-to-one project but definitely as a small group focus so she can keep flourishing with it really."*

Here, it appears that these teachers see the value in the reading intervention and particularly Francesca hopes to apply the structure to a whole classroom setting. Carers, Ashley and Barry, also highlighted that ongoing support and regular guidance will have beneficial effects for the LAC.

4.3.2 *Theme 3: Increase in confidence and motivation to read*

Increase in the LAC's confidence as a reader and motivation to read was suggested to be one of the secondary outcomes of the reading intervention. During the interviews, 5 out of 6 teachers highlighted that LAC increased their confidence as a reader and motivation to read whilst engaging in the reading intervention. Half of the carers also identified that the LAC's level of confidence in reading increased as they developed comprehension skills over the course of the reading intervention. Equally, half of the LAC felt that their level of

confidence and motivation to read was enhanced. Examples that captures the participant's views are included below:

Annette (Teacher A) stated: "*If I had made mistakes, Anthony (Pupil A) actually picked me up on it which he hadn't been doing prior to that so obviously his confidence I think was growing during the reading sessions over the period of time. He is more keen to read to me and definitely more interested.*"

Ben (Pupil B) highlighted: *"Now I'm more confident in reading so, I feel more confident of reading bigger more challenging books and I can get through them all. I feel positive that I can do more in reading."*

Bob (Teacher B) shared:

> *Ben (Pupil B) became a lot more confident in trying to work out the meaning of words. To begin with, he would ask me and then I would ask him to try and read the sentence and so on; but, towards the end, he stopped, he was doing that himself. Ben (Pupil B) was reading the sentence or a few sentences, and then say, 'Does it mean this?' So, he was coming with a suggestion instead of waiting for me to give him an answer.*

Freddie (Pupil F) noted: "*If I didn't know a word like…I haven't read this one, but say if I said 'petrified' I then now know how to read it in the books I'm reading now and that's been helping quite a lot with being confident.*"

The comments above provided examples which illustrates the link between the pupils' increase in reading skills and their self-esteem and confidence. An increase in motivation to read was also observed for more pupils. Two pupils, Ben and Freddie both made statements such as *"now I am"* and *"now I know"* when talking about their levels of confidence which indicate that they initially felt less assured prior to the reading intervention.

Dawn (Teacher D) mentioned, "*So she knew that every Tuesday we would read together and so therefore it was almost like, "Oh, what are we going to do tomorrow?" And there was a bit of excitement involved in that… I think her confidence with reading has improved. I think she wants to read more which is good.*"

Although all the teachers felt that the LAC's confidence and motivation to read increased, within the second case (B), a contradicting point was raised.

Bob (Teacher B) *stated, "My only difficulty really was on days where Ben (Pupil B) wasn't very motivated. He would blame maybe the book we were reading, and it wasn't necessarily the books. So, I'd go, 'okay, we'll change it.' And then I didn't need to change it because it was just the mood he was in, not necessarily what we were using to try and do the metacognitive activities.*"

The above quote is meaningful as it suggests that the teacher was able to reflect on the strategies that were effective in promoting the motivation to read which informed his approach in delivering the intervention. Also, the teacher

acknowledged that the LAC's motivation might be mediated by how Ben (Pupil B) was feeling on a particular day.

Examples of the carers view on the LAC's level of confidence whilst engaging in the reading intervention are illustrated below:

Conner (Carer C) reported: "*Over the last year, Carlton has definitely gotten the base and he is much more confident in reading.*"

Diane (Carer D) stated: *"Demi is eager to read, she's more excited about reading and she's getting a little bit more from it."*

4.3.3 *Theme 4: Enjoyment of reading and the intervention*

Enjoyment of reading and taking part in the intervention is another theme that was generated across all LAC, all teachers and 4 out of 6 carers. Below are examples of the views of the participants:

Anthony (Pupil A) stated: "*I liked when I got to read and we got to, like, make stuff up about what's going to happen next and that's what made it fun.*"

Carlton (Pupil C) shared: "*I enjoy about the reading about the book on the monsters, talking about them and thinking about the book.*"

Conner (Carer C) *stated: "We read every night for 10 to 20 minutes. So, Carlton (Pupil C) enjoys it. He enjoys the stories. He now enjoys talking about the stories and what's going on, and imagery."*

Dawn (Teacher D) mentioned, *"I really enjoyed it, having the one-to-one time with her and gauging as much as I could about her previous experiences with reading and learning new skills and moving forward. It was really enjoyable time."*

Diane (Carer D) noted:

> *During evenings Demi (Pupil D) has some quiet time upstairs before she goes to bed because that can be a challenging time within itself when you've had a background that's challenging. And, so recently, instead of mucking around and being challenging, more often she is reading other books that she's got a bit more engrossed in. That's something I've noticed.*

Eden (Pupil E) reported: *"I enjoyed just like doing one-to-one and just reading and like looking up different words. I enjoyed it all and I hope it keeps happening."*

Eve (Carer E) shared: *"I think if they make things fun they learn more. He enjoys everything much more and you know, everybody wants to do fun things, don't they?"*

Francesca (Teacher F) reported: *"I think it was a really positive experience. I think it was nice to have that amount of time to have a whole hour to spend with a child. I think he enjoyed the time."*

These illustrative comments suggest that the LAC indicated that using metacognitive strategies e.g. predicting and clarifying words) made reading more enjoyable. All of the teachers took pleasure in the process of teaching and learning and having the opportunity to spend meaningful time to support the reading skills of the LAC which was rewarding and seen as a privilege. Also, the carer's comments suggest that enjoyment of reading increases pupil engagement.

4.3.4 *Theme 5: Emotional support impacted on learning and engagement*

The impact of receiving emotional support whilst learning is another important factor and a theme that was generated across the data. Findings showed that 5 out of the 6 teachers highlighted the importance of offering meaningful emotional support to the LAC and they felt it made a positive contribution towards their levels of engagement. However, this was not mentioned by the LAC or the carers. Quotes from the teachers are mentioned below:

Dawn (Teacher D) stated:

> *Demi's (Pupil D) behaviour can be a bit turbulent. Sometimes she can have her emotional days at school…And sometimes because of her sort of emotional instability that would then impact a little bit in the start of our session… If she's had quite a rough day and she has to have*

a lot of support because she's finding it quite difficult, by the time she

came to read with me at half past three, she was almost a bit

disconnected, don't really want to do this…. I had to do a lot of work

and offer support to get her interested and engaged.

Carly (Teacher C and E) noted: "*As time went on, Eden (Pupil E) had a few*

challenges with his behaviour and emotional outbursts and things like that. I

think having that reading time on those days has been a really nice way to sort

of calm and reengage him and just spend a bit of time with him really, so it was

very positive."

Francesca (Teacher F) shared:

I think, as well, he has opened up to me a little about things that are

happening at home and I think that's a nice sort of by-product of having

the time together. There are some difficulties we actually wouldn't

expect with home life that he's going through at the moment and yeah,

he has been able to sort of share that, so that's been really good.

These examples of quotes portray the value of having reciprocal exchanges of trust between the LAC and the teachers during the reading intervention. The findings suggest that a positive relationship between the LAC and the teachers mattered because it aided engagement with the reading intervention and supported emotional regulation in some cases. In other words, the teachers felt the LAC were able to engage once given the chance to express their feelings (e.g. challenges that occurred during the day). For Eden, it seemed

that having one-to-one time with a teacher offered him sanctuary and a safe place to focus on just learning rather than on other challenges that he faced in school.

4.3.4.1 *Unique subtheme (case A) from theme 5: Emotional wellbeing impacted on reading within the home environment*

The negative impact of Anthony's (Pupil A) emotional wellbeing on his approach to reading within the home environment was noticed by his teacher and carer. This was not a common theme across the six cases but apparent in case one. Examples of comments made by Annette and Ashley are illustrated below.

Ashley (Carer A) stated:

> *Yes we try to read with him but our home is very busy and it is a family orientated house and he can get distracted very easily…. Some days he can do a good bit of reading and then the next day it can be not so great. He gets distracted a lot and his brain is somewhere else. Also, there is lots of stuff that happened in his life before he came into foster care because he is very much aware of what's going on around him and this is a safety mechanism for him. He needs to know what is going on around him because he has had a lot going on.*

Here, Ashley (Carer A) describes the on-going challenges in reading with Anthony at home. He expressed the impact of Anthony's (Pupil A) traumatic early life experiences have had on his emotional wellbeing, attention and

concentration and in turn, how this limits his engagement with reading at home. From the quote above, Ashley (Carer A) suggests that Anthony (Pupil A) uses distractions as a coping mechanism to manage his emotional difficulties and the demands from learning. This reinforces the notion that emotional support for LAC is essential to enable them to engage with learning across various contexts, namely, home and school. Additionally, Ashley (Carer A) also describes the impact of living in a busy household on having limited opportunities to engage Anthony with reading at home. Therefore, this suggest that for this pupil, the skills learned at school during the reading intervention were not always able to be reinforced at home.

In addition to this, Annette (Teacher A) mentioned that Anthony (Pupil A) refused to engage with reading at home and only wanted to read at school. Annette (Teacher A) stated:

> *Interestingly enough, Anthony doesn't want to take the book home. I don't know whether if I was to ask the people who are at home, I wonder if they would also do that shared reading…. And I don't know whether the carers have had the opportunity to have training around how they can have more shared experiences with the child and whether they've actually seen that technique modelled and just how they can actually ask him things.*

In the above extract, engagement with reading at home and use of metacognitive strategies are described to be challenging. This demonstrates the importance of enabling consistency of the use of metacognitive strategies

between home and school to enhance engagement in reading. In turn, the more opportunities LAC have to engage in reading, the more likely they are to master the skills gained during the reading intervention. It was also highlighted that perhaps offering training in metacognitive reading strategies to carers would support this consistency between home and school.

4.3.5 *Theme 6: External factors impacted engagement with reading*

Across the six cases, other contributing factors were suggested to have impacted the LAC's engagement with reading and this was identified by all teachers and carers. Examples of quotes from the teachers and carers are included below:

Annette (Teacher A) shared: *"The choosing of his (Antony, Pupil A) own familiar text worked because I didn't expect him to be as resistant about not wanting to read something that I gave him in book form. That was a surprise actually."*

Bob (Teacher B) stated: "*Ben (Pupil B) would get distracted …and I could tell that he is being distracted, because he would try and ask me questions about stuff that has nothing to do with the work, just to try and disrupt me, and getting away from reading."*

Carly (Teacher C and E) commented: "*We had to break the sessions up into smaller, shorter sessions as just maintaining focus for that length of time was difficult for Carlton (Pupil C)."*

Dawn (Teacher D) reported: *"Where I was able to choose texts that were tailored for Demi, it meant that she was interested more in what we were doing so that worked really well. And the regularity of the sessions I think was nice."*

The above examples suggest that engaging LAC in making the selection of books, whilst choosing the appropriate text levels to read was a factor that contributed to their level of engagement. This proposes that during the delivery of the reading intervention to LAC, it was important to use reading materials that were pitched at the right level of challenge. This also demonstrates that the process of selecting appropriate and familiar reading materials encouraged the LAC's self-efficacy in their ability to engage with the reading materials. Another factor that was raised was concentration and distractibility. Half of the LAC were described to have had reduced concentration skills which impacted their levels of engagement whilst reading. This is a common issue for LAC, mainly for those that have had experienced trauma and have unresolved emotional needs. Therefore, additional techniques (e.g. breaking the sessions into smaller time blocks) as well as metacognitive strategies were used to acknowledge these needs and encourage the LACs engagement (see theme 2).

4.3.5.1 *Unique subtheme (case A): Impact of ADHD on concentration skills*

Unique to case A, Ashley (Carer A) implied that Anthony's diagnosis of ADHD impacts on his ability to maintain attention and concentration whilst reading.

Ashley (Carer A) commented:

Anthony (Pupil A) reads and that but it can be gone because he doesn't hold the information sometimes…. When Anthony's surrounding is different, he may slip back to how he is and when he reads, he looks around and he is buzzing. With his ADHD, this could have the effect on him and it's not that he doesn't want to read but other things are going on.

The results demonstrates that alongside the LAC's reading difficulties, the use of specific strategies to support other needs were equally important.

4.3.5.2 *Subtheme (d) from theme 6: Engagement with reading at home*

Engagement with reading at home was a common theme that was generated from the interview data across the six cases. The carers (5 out of 6) identified that the LAC engage well with reading at home. Teachers, Bob and Carly, both felt that as the LAC continued to engage with reading at home, their enthusiasm for reading in school increased. The following quotes captures examples of the views of the carers and teachers:

Bob (Teacher B) mentioned: "*When Ben (Pupil B) went away and read a bit at home and then he came in, he'd have ideas because he had read like a chapter at home. So, it was quite nice that he could read it on his own timing. So, it allowed to have more in depth conversations about what's happened in the book.*"

Carly (Teacher C and E) stated: *"I think with Carlton (Pupil C) he has the benefit of very proactive carers who read with him every day. He has a lot of rich life experiences such as travel… I think he does have a lot of schemas that he can tap into to associate with the text."*

Diane (Carer D) commented: *"She's more excited about reading at home and she's getting a little bit more from it."*

Such comments provide examples which describes the LAC's level of engagement with reading at home. It also demonstrates that the opportunity to read at home and at school enhanced the LAC's engagement with reading. In turn, consistent engagement with reading promotes the development of reading comprehension skills.

4.4 <u>Theme 7: Impact of timing of the intervention</u>

The negative impact of timing of the intervention was another theme that was generated from all teachers. Examples of the quotes which illustrates the comments made by the teachers and Ashley are below:

Annette (Teacher A) shared:

> *So basically I had Anthony (Pupil D) until quarter past 4:00pm when he was picked up and there were times when I would've liked more time and I would've liked to have had more time at the end. So although I'm taking him twice a week, one of them is in the morning*

and that session I found was better. So yes, I think additional flexibility

in the time that I could actually spend with him would be helpful.

Bob (Teacher B) commented:

Well, obviously, the timing. So, I really think that it wasn't too long, it

wasn't too short. And we do two sessions, which I didn't particularly

like. I'd rather do it in one session. But at the end of the day,

sometimes you're a bit tired as I said earlier. So, I think the timing was

good. It's been nice that we've done it, in an ideal world, in the

morning when he was a bit fresher.

Carly (Teacher C and E) shared:

The timing for me, just because my role is so busy in school and so it

was very difficult for me to make the time and find the time to fit the

sessions in, especially for Carlton (Pupil C) because it wasn't just one

session. We had to break it up every week into two shorter sessions.

For Eden (Pupil E) it was difficult sometimes to take him out of lessons

because we didn't want him to miss anything. Also, I think there's

always time pressures in school and there's a lot of curriculum to fit

into the school day.

The teachers spoke about the difficulty of having the appropriate time to deliver the reading intervention. Also, the time of day which the intervention took place was described to be an important factor that impacted the LAC's level of engagement with the reading intervention.

4.5 Theme 8: Communication between home and school

The issue with communication between home and school was a theme that was highlighted across all six cases. All the carers shared that apart from being given the notes on the information sheet, the school did not communicate further details about the reading intervention to them. Also, all carers suggested that the school did not share metacognitive strategies that they could use at home when reading with the LAC. Below are examples of the comments made by the carers which illustrate this theme:

Barry (Carer B) shared: "*Other than to say they were doing the reading with Ben (Pupil B) but there wasn't any detail of exactly of the things or strategies they were going to going through.*"

Conner (Carer C) commented: "*We had a brief discussion, but it wasn't anything specific. Just the fact that he was doing it, that the Teacher, Carly had thought he engaged with it really well. And that was about it, really. Strategies were not shared with me.*"

Diane (Carer D) reported: "*Dawn mentioned pretty much that it was an intervention and that it was there to help Demi (Pupil D) to read in a more strategic way to understand a little bit more about her reading. So, it was explained to me what the intervention was about….strategies were not shared.*"

Frances (Carer F) mentioned: *"I had the forms originally that I signed off that told me about their plan for it, but I haven't had any details of what it involved as it's gone on and strategies were not shared."*

The lack of communication between home and school may have reduced the carer's ability to reinforce the skills the LAC gained within the home environment.

4.6 <u>Summary of views of LAC, teachers and carers</u>

In summary, the key themes from the interview findings demonstrated that the use of metacognitive strategies was beneficial in developing all the LAC's reading comprehension skills. The teachers (5 out of 6), and half of the carers identified that they felt the LAC increased their confidence and motivation for reading through engaging in the reading intervention. Likewise, half of the LAC recognised that they had also increased their levels of confidence and motivation to read. All LAC, and teachers felt that the reading intervention was a positive and enjoyable experience. Also, 4 out of 6 carers noted that the LAC seemed to have enjoyed the process of learning to read for meaning.

Additionally, 5 out of 6 of the teachers identified that the LAC required emotional support at times prior to the start of a session and as a result, informal support was offered. These teachers felt that the emotional support promoted positive levels of engagement for the LAC. However, this was not mentioned by the LAC. Other factors were suggested to impact on levels of engagement such as, concentration difficulties (for half of the LAC) and one of

the pupils was eager to take ownership of choosing text. Concerns were raised about the impact of time to deliver the intervention by all the teachers. Further, the carers felt that the schools communicated poorly with them about the nature of the intervention which resulted in having limited awareness of ways to support the use of metacognitive strategies at home.

4.7 Fidelity of approach (outcome of teaching logs)

Findings from the teaching log across all the six cases showed that all the teachers followed the structure and the content of the reading intervention fully. Also, it appears that apart from metacognitive strategies, other useful techniques (e.g. reading repeatedly) were used to support the LAC's fluency skills.

5 Discussion

This section brings together the findings of both the quantitative and qualitative data across the six cases in relation to the research questions. The findings are also interpreted in line with previous research and theoretical understandings of the development of reading skills presented in the literature review. The strengths and limitations of the present study are described. Additionally, the implications of the findings for EP practice are explored. Lastly, recommendations are made for future research in relation to ways the findings may help to support LAC, schools and policy-makers.

5.1 Triangulation (qualitative and quantitative) and interpretation of findings

The study aimed to explore the role metacognition played in supporting the development of LAC's reading skills and to explore the impact/perceptions of the intervention. The quantitative findings provide the answers for the research questions one, five and six. Also, the qualitative findings addressed research question one to five.

5.1.1 Does the use of metacognitive strategies (metacognitive talk, probing questions and reciprocal teaching) support the development of LAC's reading (comprehension and fluency) skills?

Based on the quantitative findings, an increase in standard scores of reading comprehension was observed from pre- to post-intervention. This suggests that after engaging with the reading intervention, all the LAC increased their skills in making connections and causal inferences across sentences while

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reading. In support of this, interviews with the teachers suggest that they all found the structure and content of the reading intervention to be useful in building the LAC's reading comprehension skills. Remarkably, half of the teachers opted to deliver the reading intervention beyond the suggested 12 weeks based on its level of effectiveness and how rewarding they found it. It was also found that 4 out of 6 carers felt the reading intervention supported the development of the LAC's reading comprehension skills.

The above findings are consistent with previous research which suggest that successful learning can occur when a pupil can identify explicit strategies to approach a task (Edossa, Schroeders, Weinert, & Artelt, 2018). Further, the findings also support Huff and Nietfeld's (2009) study, as they also found that the use of metacognitive strategies improves pupil's comprehension skills. Equally, the findings are similar to Clarke et al.'s (2010) suggestion that reciprocal teaching is beneficial for building reading comprehension skills. The interview findings support the work of Rittle-Johnson and Schneider (2014) as the views shared by all the LAC and teachers suggest that using metacognitive strategies enables the shift from having declarative and procedural knowledge to gaining conceptual knowledge when completing tasks such as reading. Likewise, this supports Keeffe (2017) who suggest that by explicitly teaching pupils to be self-reflective, they can become effective learners and acquire new skills such as reading. Although there are similarities in (Keeffe, 2017) findings, it is important to note that they are specifically related to secondary school aged pupils with learning difficulties and disabilities.

Both the MSI results and views of all the LAC suggested that utilising certain reciprocal teaching strategies (predicting and self-questioning as a tool) was a useful process for reading. Also, the findings from the MSI suggested that all the LAC felt that they had a clear goal and understood the purpose of reading which is to understand the meaning of texts. These findings are supported by Azevendo and Aleven (2013) who argue that skilled readers use metacognitive strategies to recognise that their goal for reading is to go beyond decoding words and understand the meaning of texts. However, there were other reciprocal strategies (summarise the content of texts) that only 2 out of 6 LAC noticed to be effective based on the MSI post-intervention scores. Furthermore, the MSI findings suggest that the reading intervention did not elicit a change in the LAC's awareness of using prior knowledge to draw inferences from narrative texts. These findings suggest that some of the LAC may still require additional support to master summarisation skills and their ability to draw from prior knowledge while reading. This is important, as Keeffe (2017) and the EEF (2018) argue that activating prior learning is vital to developing metacognition and in turn, sustain newly acquired skills.

The reading intervention also had a positive impact on some of the LAC's development of reading accuracy skills (based on quantitative data). Although 5 out of 6 LAC's reading accuracy were initially within the 'Average' range, half of them increased this skill at the post-intervention stage, meaning that they improved their abilities to decode words accurately. The development in reading accuracy for half of the LAC is consistent with the 'Simple View of Reading' framework which suggests that to decode words effectively, pupils

will need to have language comprehension as well as sight vocabulary skills. As these particular LAC's reading accuracy scores were within the 'Average' range to begin with, it could be that engaging with an aspect of the reciprocal teaching strategy (clarifying the meaning of words) further supported their development of language comprehension which may have promoted the improvements in their decoding abilities.

Interestingly, the reading intervention also had a positive impact on the LAC's fluency skills as 5 out of 6 of them increased their reading rate scores. However, out of these 5 LAC, half scored within the 'Average' range after receiving the intervention compared with scores that were within the 'Severe Difficulty to Below Average' range before the intervention. The qualitative analysis revealed that other useful factors such as consistent exposure to text and re-reading passages throughout the reading intervention made a positive contribution towards the LAC's development of fluency skills. Similarly, Swain et al. (2017) argued that an increase in reading comprehension skills have a direct effect on pupil's reading fluency skills due to the frequent practice of generally re-reading texts. In support of this, Grabe (2004) also promotes the idea that constant exposure to reading texts is likely to improve fluency skills.

Furthermore, it was notable in the present study that the use of metacognitive strategies enabled the teachers to prioritise the development of LAC's reflective thinking skills rather than just demonstrating learning content (e.g. teaching phonics or SATs style questions). Although the LAC receive quality teaching in the classroom, the findings demonstrate that by providing

additional one-to-one support, their reading skills were improved. It was also found that the reading intervention went beyond just demonstrating knowledge to the LAC as it also supported the exploration of the processes of how they can learn to be skilled readers. Similarly, Dann (2011) argue that effective learning occurs when a range of skills and strategies required to complete a task (e.g. reading) are explicitly taught.

Interestingly, the interview findings also revealed that 2 out of 6 teachers became metacognitive about their practice and pedagogy for teaching during the process of the reading intervention. For example, Annette (Teacher A), became metacognitive by evaluating her initial approach with supporting Anthony (Pupil A) prior to engaging with the reading intervention. Also, Francesca (Teacher F) was reflective of her understanding of Freddie's (Pupil F) reading needs.

The findings at post-intervention showed that the LAC's verbal reasoning scores were variable. All the LAC's improved their understanding of verbal concepts (Verbal Similarities) and 5 of their scores fell within the 'Average' range at the post-intervention stage compared with pre-intervention scores ranging from 'Below Average to Average'. In comparison to the pre-intervention stage, 4 out of 6 LAC made improvements in their abilities to provide the accurate definition of words and out of these, 2 of their scores fells within the 'Average' range. The findings are in line with Hill et al. (2001) where a similar sample (LAC) increased in the area of verbal reasoning (vocabulary) skills) after receiving a reading intervention in comparison to a control group.

The authors noted that verbal abilities are most likely to be mediated by life experiences, and therefore, may well be depressed in the LAC population. Similarly, the results from the pilot showed that at the post-intervention stage, the LAC's verbal abilities (vocabulary skills) increased. In the present study, the LAC's vocabulary skills could have possibly been influenced through utilising a particular aspect of the reciprocal teaching strategy which involves clarifying the meaning of words. Thus, through learning the meaning of words, some of the LAC vocabulary skills have increased. Similarly, Clarke et al. (2010) suggest that a focus on learning the meaning of words supports the development of vocabulary skills and this supports improvements in reading comprehension skills. Therefore, a focus on vocabulary development should be seen as a key element of any reading comprehension intervention for LAC.

Perhaps to some extent, when supporting LAC to develop their reading abilities, the focus should equally be on explicitly teaching skills for understanding and interpreting the meaning of those words. However, the idea that understanding the meaning of words is directly linked (not statistically analysed) to developing reading skills was not apparent for Ben and Freddie (Pupil B and F). The findings showed that Ben and Freddie's scores on the 'Word Definition' subtest did not increase at the post-intervention stage, but improvements were shown in their reading comprehension abilities. Thus, individual differences will need to be taken into account.

5.1.2 What *are the views of the LAC, teachers and carer's on the experience and impact of the reading intervention and use of metacognitive strategies and approach to reading? (Research questions 2, 3 and 4 combined)*

The interview findings indicated that the LAC developed an awareness of their newly acquired metacognitive skills through engaging in the reading intervention. All the LAC felt they were able to transfer the skills gained during the reading intervention to learning in the classroom environment. Although not all teachers identified that the LAC transferred learning and skills to the classroom, it was particularly noted by Dawn (Teacher D) who was the facilitator of the reading intervention to one of the LAC (Demi). Also, Bob (Teacher B) liaised with the class teacher of Ben (Pupil B) and found that his skills (e.g. knowledge of the meaning of words) were transferred to the classroom.

The interview findings showed that 5 out of 6 teachers felt that emotional factors impacted the LAC's capacity to engage with learning and highlighted the importance of offering meaningful emotional support through building relationships with the LAC. Likewise, this was a key element of the Hill et al. (2001) study as providing emotional support to LAC was also part of the initial training for the teachers prior to the literacy intervention begun. For example, teachers were asked to provide a drink and snack at the start of each session to help each LAC settle into the reading component. Berridge et al. (2015) acknowledge that early emotional challenges faced by some LAC are likely to negatively impact them and their ability to engage in learning and they may require additional support with managing such difficulties as well as help to

learn effectively. From 5 out of the 6 teacher's perspectives, offering emotional support had positive impacts on the LAC's level of engagement with reading and helped to build a positive working relationship. This demonstrates that building a positive relationship between LAC and their tutor and receiving the reading intervention in the structured context of a school environment benefits some LAC's ability to maintain their engagement levels. Thus, the LAC were also able to regulate their emotions just before each session of the reading intervention started. As such, the findings also promote the importance of managing LAC's emotional needs and providing consistency of reading experience and utilising metacognitive strategies between home and school to enhance well-being and engagement in reading as a whole.

Further, it was reported that one of the LAC, Eden (Pupil E), responded well to having the time for the reading intervention as it offered him a safe place to focus on just learning rather than on other challenges he faced at school. However, of note, the carers felt this was not true for all LAC, specifically Anthony (Pupil A) who had the difficulty with managing his emotions and engaging with reading within the context of his home environment. Also, Teacher A, who delivered the reading intervention to Anthony (Pupil A) shared that he was resistant to taking books home. These findings align with Bazalgette et al. (2015) view that although the LAC's emotional needs were supported in school, this should also be reinforced within the home setting. It emphasises the importance of developing individual interventions based on LAC's specific needs and promoting greater involvement with carers.

Additionally, the interview findings suggest that factors such as reduced concentration skills were found to have impacted on half of LAC's engagement with the reading intervention. However, 5 out of the 6 carers identified that the LAC (apart from Anthony) engaged well with reading at home over the course of the reading intervention. Anthony is reported to have a diagnosis of ADHD, and his carer mentioned his tendency to be impulsive impacts on his engagement with reading at home. Of note, it is important to consider that the impact of the difficulties faced by Anthony during his early life may also be the reason for his impulsive behaviour. Further, for those LAC who read at home, their level of engagement with reading increased during the reading intervention at school. The teachers also felt the use of strategies such as explicitly breaking reading comprehension tasks into manageable steps supported those with concentration difficulties to re-engage with reading.

There were some notable challenges with delivering the reading interventions, although the teacher's felt it made a positive impact on LAC's reading skills. For instance, all the teachers reported to have struggled to find the most appropriate time to deliver the reading intervention. Also, the teachers commented on time pressures in relation to fitting the reading intervention additionally to their busy teaching schedules. Furthermore, all the carers noted the limited communication between home and school about the reading intervention which limited their knowledge of ways to continue with the support at home. However, despite the lack of communication between home and school, some of the carers instinctively made use of metacognitive strategies (e.g. clarifying the meaning of words) whilst engaging the pupils with reading.

Interestingly, EEF (2018) supports this finding as they suggested that some individuals may instinctively use metacognitive strategies whilst engaging with pupils without realising it.

5.1.3 *Does the reading intervention have an impact on LAC's confidence as a learner and sense of school belonging? (Research question 5 and 6 combined)*

Apart from the development of the LAC's reading skills, their level of academic self-concept increased as a secondary outcome of the reading interventions; however, this was not so in all cases. The quantitative findings (MALS) demonstrated that 5 out of 6 LAC increased their confidence and academic self-concept at the post-intervention stage ranging from 'Average to High.' Similarly, the interview findings indicate that 5 out of 6 teachers also felt that the LAC increased in confidence as a reader, and motivation to read as a result of the reading intervention. Interestingly, half of the carers also noticed that the LAC's increased their confidence levels when reading and felt this was associated with the reading intervention. Equally, the findings from the interview showed that half of the LAC and carers noted their increase in confidence and motivation to read. Also, factors such as choosing appropriate and familiar reading materials encouraged the LAC's self-efficacy in their ability to engage with the reading materials. The findings support the notion suggested by Lindeblad et al. (2016) that there is an association between an increase in learning skills and pupil's self-esteem. This was also highlighted by Vinnerljung et al. (2014) as they suggest that developing LAC's reading skills improves their level of confidence and self-esteem.

However, at the pre-intervention stage, 4 out of 6 LAC's scores on the sense of school belonging questionnaire were initially 'High', and changes were not found between the pre-and post-intervention stages. It was noticed that Ben's sense of school belonging increased at the post-intervention stage. Similarly, supporting research suggests that consistent positive interactions with a key person in the context of a stable and secure environment may further improve children's sense of belonging (Lavigne et al., 2011). However, Demi's (Pupil D) sense of school belonging score was 'Low' at both the pre- and post-intervention stages. It could be that other possible external factors (e.g. breakdown in their relationships with peers) at school could have hindered the further growth of Demi's sense of school belonging.

5.2 Evaluation of the present study

5.2.1 Strengths of the study

There are several strengths associated with this study. For instance, the use of a mixed methodological approach was one of the advantages of the study. The combined use of standardised quantitative measures and interviews allowed a more in-depth and broader understanding of the nature of the progress made by the LAC at the post-intervention stage. It enabled progress to be considered against standardised norms and through gathering LAC's, teachers and carer's voices, which offered a wider context to the nature of skills that were developed. For example, knowledge was gained about the level of empowerment felt by the LAC and teachers at the post-intervention stage. Overall, the use of the mixed method design added value as the collection of both types of data increased and enriched the quality and

enhanced the validity of the findings. Additionally, the decision to interview the LAC, carers and teachers offered flexibility and opportunity to explore interesting responses further which could not be achieved through the use of quantitative measures alone.

Similarly, the use of a multiple case study design added value, as it enabled the gathering of varied sources of data related to one child. The multiple sources of data were useful to explain the phenomena (role of metacognition) in supporting the development of LAC's reading skills at home and school. Utilising the multiple case study approach also allowed the opportunity to retain the findings from the individual cases, as well as a holistic view of the unique events that occurred in their life and during the reading intervention. Also, while analysing the six cases in-depth, additional information was found that was not anticipated to be found at the start of the study; for example, an increase with engagement with reading at home. This was a positive aspect of the study as it generated factors to consider when structuring future research.

Another strength of the study refers to the use of the logs in which the teachers recorded the details of what occurred during each session of the reading intervention. The information gathered from the teachers during in the weekly supervision sessions and recorded logs suggest that there was fidelity and consistency across the approaches used by the teachers during the reading intervention.

Further, providing the teachers with an audio recorded version of the training session was also an advantage of the study as it provided the opportunity to revisit the details as required. The act of recording the training session and providing it to the teachers was unique to this study and could also be replicated in future research.

5.2.2 *Limitations of the study*

The use of a small sample size is acknowledged as a weakness of this study. This was not anticipated but resulted from challenges in recruitment. The reasons for the challenges were due to the staffing difficulties faced by the schools within the Outer London Borough of X which prevented them from releasing teachers to deliver the reading intervention to LAC. Although case studies generally have small sample sizes, it is important to acknowledge that, there is a limit to the generalisability of the research findings to the wider LAC population. However, the study did provide useful information, specifically on the impact of using metacognitive strategies to develop LAC's reading skills. Therefore, the findings can be suggested to have made a valuable contribution to the body of research in this area. However, a larger sample size would have enabled the quantitative data to be statistically analysed which would have allowed a more meaningful comparison.

Where possible UK based questionnaires were used in this study and they have been previously found to be useful, reliable and valid (e.g. MALs; Burden, 1998); it is important to note that they are self-report instruments, and therefore, have limitations. For instance, the reports offered by the children

can be deemed to be subjective, and as such, the findings should be interpreted with caution. However, to counteract this, the questionnaires were not used in isolation but rather in conjunction with the performance measures and their responses in the interviews. Given the adverse childhood experiences that LAC have been exposed to, it is well established that they will have had suboptimal learning and developmental opportunities. Similarly, they often have ongoing emotional needs as a consequence and this affects their performance from day to day. As such their performance on any standardised assessments must be viewed with caution and interpreted within a wider evidential base of their potential.

Furthermore, the use of a multiple case study approach was useful, but it can be critiqued to lack construct validity which refers to the degree to which inferences can be legitimately made from the data collected (Swain, 2018). As case studies involve making interpretation of findings, concerns over construct validity are often extended to the issue of making broader inferences (Yin, 2014). To overcome this, the extent to which inferences were made from the qualitative data were reviewed by exploring the complexities and contradictions by considering different stories in the datasets. Also, the issue of internal validity was addressed by using the analytic tactic of pattern-matching of comments between and across all data set. Further, the multiple sources of evidence that were collected (e.g. case study transcripts) were reviewed by supervisors and a colleague (EP) to cross check the interpretations derived from the qualitative information. Another tactic involved

establishing a chain of evidence through the researcher documenting a research reflective journal.

Additionally, threats to the internal validity of multiple case study approaches have been identified as confounding variables (not been accounted for) may exist (Yin, 2014). However, this was monitored through asking the teachers that delivered the reading intervention to keep a log to ensure alignment between study aims and instructions

Although the qualitative data provided useful viewpoints about the reading intervention, the views shared by the LAC, teachers and carers may also be suggested to be subjective and biased. This is because their views may have been distorted through investigator effects in which the participants may have omitted some aspects of their views as a result of wanting the findings of the study to have a desirable outcome. Similarly, the power position of the researcher being also a Trainee Educational Psychologist working with the context of the LA, and collecting the data may have been a factor that could have also impacted the way all the participants responded to the interview questions. Participants may have given answers to the interview questions in a socially desirable way in order to portray themselves and the reading intervention in the best possible light (Grosche, & Lüke, 2018). However, it is important to note that the participants' views did match the quantitative findings which equally identified improvements in the LAC's reading skills. Nevertheless, this level of subjectivity and bias is acknowledged as it has the potential to make the results less valid. Thus, this was accounted for by

ensuring that at the start of the interviews, the participants were reminded to express their views freely without being overly conscious of the researcher's desired outcomes. Further, the participants were fully informed about the steps that were taken to keep their responses confidential and the plan was to anonymise personal details and school information. Apart from the issue of subjectivity and biases, it is important to note that all the participant's views may have different versions of the truth. However, from the onset, this research considered a pragmatic critical realist approach by assuming that there is not a single reality and this also promoted the idea of ensuring that the meanings of the findings were interpreted with caution.

Furthermore, the use of thematic analysis informed a critical approach when exploring other obvious interpretations of the qualitative data and contradictions across the views shared by the LAC, teachers and carers. An alternative qualitative analysis which may have been useful is Interpretative Phenomenological Analysis [IPA]. Using IPA may have allowed the experiences of the LAC, teachers and carers to have been interpreted at a deeper level by looking at each person in context and prioritising their individual views. However, the aim of this study was to evaluate a metacognitive reading intervention, which required the use of a number of standardised tools as well as personal accounts, and as such it was not aiming to simply interpret personal accounts of the intervention. Furthermore, IPA is considered to be more vulnerable to research bias than using thematic analysis (Braun & Clarke, 2013) due to the influences of the researcher's own subjective experiences. Thus, in the interest of being objective, pre-existing

biases (e.g. through working with LAC) may be more difficult to pay limited attention to during the data analysis process.

Another point to consider refers to the fact that a biased view may have motivated the content included in the logs completed by the teachers to please the researcher. Further, it could be that the teachers may have left the details of each session out for other various reasons (e.g. lack of time); hence, the limited details that were sometimes provided. Additionally, some confounding variables were not controlled for during this study. For example, the teachers had various styles of teaching and therefore brought this into the sessions. Although they all claimed to have stuck to the structure and content of the reading intervention, some teachers made use of additional strategies to engage the pupils in the sessions (e.g. use of puppets and drawings). However, it is essential to acknowledge that when working with LAC with complex needs, using additional strategies to support their reading is encouraged. Inevitably, confounding variables such as other whole school reading-based approaches utilised in the school of one of the LAC may have contributed to the progress made by some pupils (Carlton & Eden). Also, another LAC (Freddie) engaged in another reading intervention while participating in this study. Thus, the reading intervention cannot be suggested to be solely responsible for the development of their reading skills. Although the exact causality of these LAC's positive reading outcomes cannot be made, the findings suggest that the reading intervention played a contributing part. It would have been useful to have had a control group had there been an opportunity to recruit a larger sample size. This would have allowed a detailed

comparison to establish the exact causality of the progress made by these LAC.

Further, apart from the information sheet given to the carers, they were not given additional details about the reading intervention which is another limitation of this study. Thus, close liaison between the researcher, school, and the carers could have enabled them to reinforce the use of metacognitive strategies within the home environment.

5.2 Implication of findings

The wider perspective that was gained about the role metacognition played in supporting LAC's reading skills and the implication it has for schools, policy-makers, EP practice will be discussed.

5.3.1 Schools

Although there are several empirical studies of reading interventions for LAC, this study's findings suggest that the use of metacognitive strategies while teaching reading is effective and that it can be used with LAC. Schools could use the findings from this study to inform their practice in the classroom and not just through the medium of a reading intervention. The use of metacognitive strategies appears to be useful for developing skills for learning for children in general (EEF, 2018). However, LAC who have had disrupted early life circumstances and had reduced opportunities for mediated learning experiences would need such to develop specific skills for learning effectively. Through explicitly teaching LAC to think about their thinking and processes for

learning, in this way they could become more autonomous and independent learners.

Apart from the use of metacognitive strategies, other factors will need to be considered by schools when supporting LAC with reading difficulties. The relationship between LAC's confidence levels, motivation, emotional wellbeing and engagement need to be kept in mind when working with LAC. Although there are existing contributing negative factors (e.g. social and emotional difficulties) that could reduce the LAC's capacity to learn at school, protective factors such as establishing a positive relationship with these children can foster their reading development. The findings of this present study support this idea; as previously noted, the LAC benefitted from being able to build a trusting relationship with an adult and engaged in informal emotional regulation support, for example, discussions about their emotional difficulties. As this strategy was found to increase the LAC's readiness to learn and engage in reading during the sessions, perhaps the same technique could also be trialled in classrooms.

Further, the findings of this study imply the importance of schools, ensuring that LAC's learning in the classroom is pitched at the right level of challenge. School and EP assessment information can be used to ensure learning is differentiated while encouraging LAC to use metacognitive strategies. An implication of the findings also suggests that engaging LAC in metacognitive talk is effective and perhaps more pupil to teacher dialogue at the planning, monitoring and evaluating stages of learning should be encouraged. The

purpose of the dialogue would need to be meaningful, with teachers supporting and guiding the discussion to ensure it builds on prior subject knowledge and incorporates the right level of challenge. In accordance with EEF (2018) guidelines, teachers should receive ongoing support and be provided with the time to ensure the metacognitive approaches, as well as psychosocial (e.g. wellbeing) support, are consistently applied.

Additionally, schools will need to consider the implications of offering a teacher-led reading intervention to LAC. Within this present study, a teacher-led reading intervention was found to be beneficial for LAC; it would be advisable for schools to mirror this approach. The main advantage of offering a teacher-led intervention is that it allows LAC to work with familiar adults which support the development of a positive relationship and in turn fosters engagement with learning. Further, teachers have the knowledge and experience of the appropriate techniques of quality teaching practices and are more likely to execute the reading intervention effectively as well as managing the behavioural demands of teaching and other factors that may arise.

Lastly, should schools implement the reading intervention used in this study, they should consult an EP, who can support them to tailor the intervention to the needs of each LAC. For example, LAC with concentration and attention difficulties may require shorter sessions as deemed appropriate.

5.3.2 Policy-makers

Although there are pupils (e.g. LAC) who use metacognitive skills automatically to learn, there are also disadvantage circumstances which limit the opportunity for such skills to develop and targeted intervention will be needed to support such individuals (Greig et al., 2008). Thus, the current research has presented implications for policy-makers to consider as using metacognitive strategies as part of a reading intervention for LAC is suggested to be effective. The benefit of providing explicit instruction and encouraging LAC to use metacognitive strategies within a reading intervention enables them to have the skills for planning, monitoring, and evaluating their own learning. As previously mentioned, teaching such processes to LAC is particularly crucial for those who may not have had a mediated learning experience at the expected age (5 to 6 years' old) which is suggested to be when children typically develop metacognition (Veenman, 2015). The use of metacognitive strategies promotes explicit interactive teaching techniques (e.g. questioning and feedback). Thus, promoting such interaction in a reading intervention offers LAC a mediated learning experience; particularly for those who may not have had such meaningful interactions as a result of challenging early life circumstances.

As a result, it would be necessary for policy-makers to increase the awareness of the impact of metacognition and provide additional funding to support reading and other interventions for LAC in schools. Although schools should take responsibility for meeting the individual learning needs for LAC, it is not a current requirement to explicitly teach metacognitive skills. Therefore, it may

not be part of teaching (e.g. scheme of works) in schools to use metacognition as a framework to tackle the complexities of learning for this group in particular. Consequently, it would be useful for policy-makers to think about how suitable the current reading aspect of the national curriculum is for LAC who are not metacognitive and are struggling readers. In turn, by making it a part of the curriculum would mean that all schools would deem it essential to develop teachers' knowledge and understanding of ways to support LAC to develop metacognitive skills. Moreover, existing literature suggests that reading is imperative for learning; by developing this area of learning, it could be positively transferred to other areas of education.

5.3.3 *EP practice*

EPs working with schools to support LAC have a vital role to play in using their psychological knowledge to help schools and virtual school staff members to understand the impact of adverse childhood experiences of the children's social and emotional development and mental well-being as well as their attention, concentration and consequent learning. They can ensure that the inherent risks in the learning context are understood and catered for in a timely manner to ensure that proactive interventions are readily accessed by LAC. The findings from this study have several implications for EP practice. As LAC are suggested to be a complex and heterogeneous group, EPs are well placed to help schools to understand the impact of their life experiences on their developmental trajectories. The findings suggest that with LAC, there are multiple layers that should be considered when exploring appropriate support to meet their needs. For instance, it is evident to some extent, that the reading

intervention alone did not foster the LAC's reading skills. However, factors such as offering a trusting relationship, regularity of sessions and offering emotional support contributed to the progress that was made. All EPs can support teaching staff to develop and understand the needs of LAC through drawing on psychological theories and models and consultations with schools.

Additionally, through consultations, observations and assessments carried out by EPs, LACs individual strengths and weaknesses, for example, underdeveloped cognitive abilities (e.g. reduced verbal reasoning skills), can be identified. Also, specific metacognitive strategies can be shared with teachers to adapt their planning for LAC. Primarily, EPs can support teachers to be metacognitive not only through consultation but by delivering training and ongoing supervision. For example, through consultation, EPs can make it known to teachers that it is imperative that metacognition should not be taught separately to subject content but married together. Equally, EPs can meet with carers to support them in developing the skills to meet the reading needs of the LAC within the home environment. As Virtual School Heads are responsible for managing pupil premium funding and promoting educational outcomes for LAC, EPs can work with them to explore the most effective ways they can be utilised in schools to support their educational and psychosocial needs.

The more guided EPs are by evidence-based research in this area, the greater the likelihood that within their practice, teachers and carers would be explicitly supported to use these strategies with LAC in their varied contexts.

5.4 <u>Recommendations for future research</u>

It is recommended that the study be carried out with a larger sample size in order to generalise its findings to the wider LAC population. Also, if the recruitment of participants is not a challenge for prospective researchers, statistical analysis should be carried out to increase the weight of the findings. In turn, a larger sample size would enable statistical comparisons using other methodological designs such as a Randomised Control Trial [RCT]. A benefit of utilising a RCT design would help to determine the cause and effect relationship between the reading intervention and the LAC's reading skills.

In this type of RCT design, there would need to be a treatment group and a wait-list control group which would involve a group of LAC receiving the reading intervention at a later date. In a similar set up to the current study pre- and post- measures would be administered to determine progress made. There would also be a follow-up where the post-intervention measures would be repeated four months later to see if progress have been maintained. It is recognised that there are ethical issues associated with asking a group of children to wait to receive an intervention; however, this structure is a typical RCT design and it is more favourable than a business-as-usual control group as all LAC would eventually receive the intervention. As the qualitative data analysis was the most complex and subjective phase of this present study, the use of observations could be an additional approach to use in the future. Thus, engaging in classroom observations may have offered the opportunity to extend the research and explore the ways the LAC may use metacognitive strategies while reading independently and working with others.

Future research could further develop the reading intervention and materials, and consider additional funding for the teacher's time, as done in the Hill et al. (2001) study. LAs and schools will need to offer teachers the space and time to deliver the reading intervention successfully. This also includes releasing teachers to attend the training session without restrictions on the length of time for which they can stay. This is linked to EEF (2018) guidance which highlights the importance of ensuring that teachers who support children's metacognition are not only knowledgeable of the strategies and subject content but also confident in their own skills and abilities.

The findings in this present study indicate that support for LAC with reading within their home environment can equally help to reinforce learning that occurs at school. Therefore, in future, there should be a consideration for training carers to fully understand the purpose of the reading intervention and ways to explicitly support LAC with the metacognitive skills gained during the reading intervention. This will help overcome potential difficulties of the school failing to pass on information. Further, future training sessions for teachers and carers prior to the reading intervention could be to have a live recording of the training that can be accessed and available online.

5.5 <u>Conclusion</u>

In conclusion, the results enrich the limited research about the role of metacognition in developing LAC's reading skills. Although previous research demonstrates that challenging early life experiences can hinder LAC's capacity to engage in education and their confidence in learning, the outcome

of this study suggests that through the delivery of a targeted one-to-one teacher-led bespoke reading intervention, improvements were made. Furthermore, the findings of this study suggested that engaging LAC in a mediated learning experience (e.g. teachers modelling the use of metacognitive strategies), contributed towards the development of their reading comprehension skills and their use of metacognitive strategies increased. Additionally, half of the LAC improved their reading accuracy skills and 5 out of 6 demonstrated an increase in reading fluency after receiving the reading intervention. Thus, explicitly teaching metacognitive strategies, this added a valuable contribution to developing LAC's metacognition and reading skills. Further, it suggests that although the focus on decoding words is crucial for reading, the development of comprehension skills is just as important.

Equally, the findings suggest that the reading intervention had a positive impact on the LAC's verbal reasoning skills. Consequently, it can be suggested that through clarifying and reinforcing vocabulary words to LAC, their language skills and reading abilities can be positively impacted. Similarly, all the teachers who delivered the reading intervention and 4 out of 6 carers noticed the improvements in the LAC's reading skills. Despite carers feeling ill-informed about the reading intervention, the interview findings suggest that some of the carers provided the LAC with additional support with reading within their home environment which contributed to the positive outcomes of the study. The findings also suggested that considering reasonable adjustments (e.g. breaking down information into manageable steps) for LAC in schools also supports their concentration and attention skills. Further, the

reading intervention also added value to the LAC's confidence and motivation to read. The findings also suggested that to begin with, 4 out of 6 LAC felt that they had a high sense of school belonging and for one other pupil, improvements were noticed at the post-intervention stage. Although it was anticipated that the other LAC's sense of school belonging would increase through engaging in consistent positive interaction with teachers, this did not occur.

Additionally, the outcome of this present study suggest that providing targeted emotional support to LAC enabled positive results rather than just focusing on learning content. Further, the teachers increased their understanding of the association between LAC's emotional wellbeing and learning through engaging in weekly EP supervision and consultation. Thus, the research demonstrates the valuable contributions EPs can have by helping teaching staff to better understand the psychological impact of adverse childhood experiences faced by LAC on their levels of engagement and educational outcomes. In turn, the findings suggest that through developing trusting relationships, the teachers were able to provide emotional support to the LAC, which promoted an increase in levels of engagement. Further, having EP support throughout the delivery of the reading intervention provided teachers with helpful information which reflected on their teaching practice with the LAC.

Overall, the combination of providing LAC emotional support, EP training and support to teachers to understand the pupils' SEMH and educational needs contributed to the positive outcomes of this study. Further, the assessment

and interview findings highlight the importance of schools prioritising the processes for acquiring skills by supporting LAC to think about their thinking while reading rather than just demonstrating learning or focusing at the decoding level. As a result, the use of metacognitive strategies should be an integral part of teaching in schools as these LAC will require on-going support beyond the reading intervention to sustain their skills. Despite the successful findings, additional research in this area will need to be carried out with a larger sample of LAC to solidify the conclusions that are made. Also, this will increase the generalisability of the findings. Nevertheless, the results of this study make a valuable contribution to the existing research on what works to support all aspects of LAC's reading skills and engagement with learning.

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Appendices

<u>Appendix A: Reflective statement</u>

This reflective statement highlights my motivation for carrying out this study and to provide transparency to the research process. Also a reflection on the strategies used to address my personal views, biases, experiences and assumptions are highlighted in order to maintain the credibility of the research findings.

I have previous professional experiences of teaching Looked after Children [LAC] at post-16 and had developed an understanding of the relationship between their early life experiences and their educational outcomes, such as reading. I noticed that for many LAC young people their reading skills were significantly below age related expectations. During discussions with these young people, I found that they had had frequent changes of placements and schools which led to limited opportunities to have a mediated learning experience. Also, some of the LAC were unaccompanied asylum seekers and they reported that they had focused on survival rather than learning; therefore, skills such as reading were not adequately developed. Whilst working with LAC in the past, I noticed that the educational establishment (FE colleges) did not prioritise or offer effective reading interventions that could boost their skills with reading unless they had an Educational Health Care Plan. Now as a Trainee Educational Psychologist, I have greater awareness of what supports LAC reading skills through engaging in lectures, exploring existing reading intervention studies and conducting a pilot study. Based on my learning

experiences, I found that LAC's reading skills can be developed through receiving evidence-based, targeted one-to-one teacher-led interventions, which inspired this present study. Furthermore, I have noticed the relationship between LAC's psychosocial needs and their ability to learn to read effectively; therefore, I wanted to make a contribution towards supporting LAC to develop effective reading skills through my research intervention. It is acknowledged that my previous experience as a teacher provided the motivation for the study and may have influenced the interpretation of the findings.

However, to address any bias in my views, from my prior teaching experiences, I listened carefully to the participants during the interviews and conducted checks by sharing my interpretation with a fraction of the sample to ensure I elicited their voices accurately. Although I acknowledge pre-existing biases, taking a data driven rather than theory driven approach during the qualitative analysis appeared to be most appropriate. This is because it enabled the coding process to avoid fitting into my analytic preconceptions. I also kept a log of my thoughts and perceptions in a journal which included a reflective component (see the below pages from my reflective journal).

Overall, on reflection of my thesis study, several issues emerged as significant: first, accepting that qualitative analysis is not a linear process, and being flexible was imperative to ensuring that the generated themes captured the intended meaning of the participants. In future, I hope to continue to be as meticulous as possible when conducting a qualitative analysis by going back and forth to review and revise my interpretations, as this was fundamental to

the present study. For example, during this thesis study, I recognised that it was crucial to not be overly attached to my initial codes and candidate themes, and it was important to engage meaningfully in a recursive process with the participants. Also, my determination and persistence in carrying out this study was significant, despite the challenges faced during the recruitment and initial operational stages. Furthermore, I learned the importance of adopting a flexible approach to research methodology and design, in this case due to recruitment challenges during the early stages of my present study I had to revise and review my original plans.

Reflective account - June 2018

On reflection, I have noticed that it is crucial to be pragmatic when conducting research with LAC. Although it has been challenging to recruit, I have made several efforts to contact schools and their Head Teachers to try to persuade them to take part; however I have had not much luck! I spoke to my supervisor about alternative plans to perhaps recruit looked after children from different age groups; however, it would be unfair to not offer the reading intervention to the 6 pupils that are aware and waiting to begin the project.

Based on discussions with my supervisor and careful thinking, I believe the best option is to carry out a study using a multiple case study approach.

Through research on the purpose of multiple case study approach, it appears as if it would be suitable.

I have learned from this experience to be flexible when carrying out research and to be pragmatic. Research in the real world bring real problems at times but makes the process meaningful experience. I have also learned that being resilient helps when conducting research.

Reflection Journal   14/2/2019

→ During the analysis today, I felt I made the
attempt to be inductive but at times this
was hard. I acknowledge that I may have
been deductive in my coding at times as
it was difficult to seperate from being the
Trainee EP and being the researcher in the
context of doing this analysis.

→ Also some of my codes were at a
semantic level (surface) at times and some
were latent (I looked more at the
underlying meaning). Flexibility is key when
coding (as this is something I am
certainly finding. I guess the key aspect
to this, is to stay true to the data set.

→ It was useful to keep the codes quite
broad; in most cases this was easily
done. However, there were times I
found myself being deductive.
The analysis is definetly not a linear
process as I find myself going back
and forth even when I think I have
coded a full transcript.

→ Discussions with an EP at my service
helped to do inter-rater reliability. It was
good to know that the coding that I done
earlier in the day was not biased.
Thus, despite the fluctuation of being
deductive at times, it appears that I have
been true to the data in my coding.

Appendix B1: Pre intervention questionnaire for teachers

1. What attracted you to take part in this study?

2. How long have you been teaching for?

3. What year group do you currently teach?

4. Are you the class teacher for the LAC involved in this project?

5. Do you have any additional SEN qualifications? If yes, please state the type below.

6. Have you received any training in SEN over the last 3 years? If yes, please provide details below.

7. Do you have experiences of delivering literacy interventions? If so, from when and what type of intervention did you run?

8. What other interventions are you involved in at the moment?

Appendix B2: PowerPoint for the training session and structure of the intervention

Slide 1

The role of metacognition in supporting the development of Looked after Children's (LAC) reading (fluency and comprehension) skills

Patricia Britto -Trainee Educational Psychologist
&
Vivian Hill- Specialist Educational Psychologist

Slide 2

Aims

- To gain an understanding of metacognition.
- To explore reasons why the development of metacognition is important in helping children learn how to learn.
- To gain knowledge on how to use metacognitive strategies such as reciprocal teaching.
- To gain knowledge on how to use repeated reading strategy.

I will be filming the session and I plan to send it to you in order for you to view it at a later stage. Do I have your consent to film the session?

Slide 3

What is cognition?

- Cognition is the scientific term referring to the mental processes involved in gaining knowledge and comprehension, including thinking, knowing, remembering, judging, and problem solving.

Slide 4

What is metacognition?

- 'Metacognition' is the knowledge and understanding of our own cognitive processes and abilities and those of others, as well as regulation of these processes. It is the ability to make your thinking visible.
  "thinking about thinking"
- Also, it is knowledge and understanding of what we know and how we think, including the ability to regulate our thinking as we work on a task.

Slide 5

What is metacognition?

Name given by John Flavell and Ann Brown (1979) to the process of...
"Reflecting on our own thinking and keeping track of how our thinking is getting us closer to or further from our goal".

(Larkin, 2010 in 'Metacognition in Young Children')
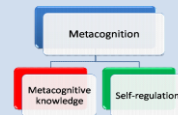
Slide 6

Metacognition can be divided into two separate, but inter-related parts...
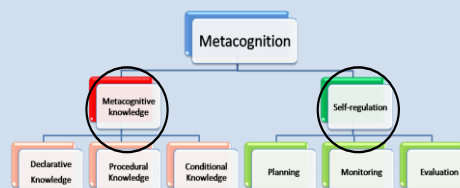
Slide 7

Metacognitive knowledge

- Metacognitive knowledge is information that we hold about our own thinking, and the thinking of other people. We are usually able to report metacognitive knowledge if we are asked about our own thinking and it includes things like:
- Understanding that having a strategy might help you to solve a problem more efficiently, or that having a writing frame or plan may help to keep to task.

Slide 8

- Knowing that it is more difficult to concentrate in a room that is noisy than one which is quiet,
- Knowing that you are good at remembering people's faces but not their names, while your friend is good with names, not faces.

Slide 9

There are three types of metacognitive knowledge :

Metacognitive knowledge

Declarative Knowledge — 'Knowing What'
Procedural Knowledge — 'Knowing how'
Conditional Knowledge — 'Knowing when'
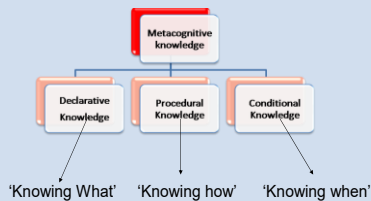
There are three types of metacognitive: knowledge that each play a role in learning and problem-solving:
Declarative knowledge: "knowing what" – knowledge of one's own learning processes, and about strategies for learning
Procedural knowledge: "knowing how" – knowing what skills and strategies to use
Conditional knowledge: "knowing when" – knowledge about why and when various learning strategies should be used

Slide 10

Slide 11
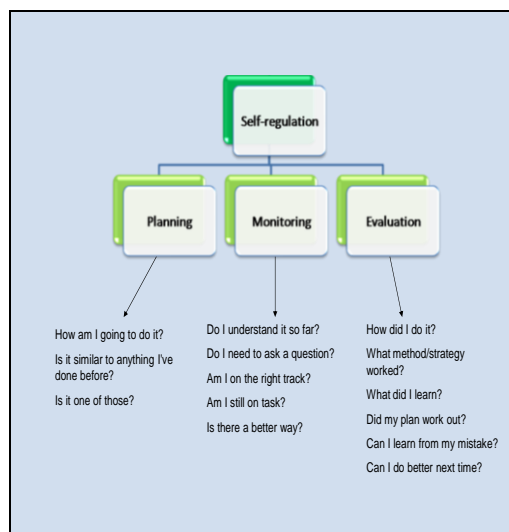
Self-regulation on the other hand, refers to a set of activities that help learners to control their learning. Research has suggested that metacognitive regulation supports performance in a number of ways, including understanding where to direct attention, using strategies more reliably and efficiently, and developing awareness of difficulties with comprehension. At the heart of self-regulation are three essential skills: Planning, Monitoring Evaluation.

Planning involves working out how a task might be approached before you do it. For example, you might make predictions before reading, select a strategy before tackling a problem, or allocate time or other resources before commencing work.

Monitoring refers to the pupil's on-task awareness of progress, comprehension and overall performance. Stopping every so often to self-test and check for understanding is a good example of monitoring. Monitoring ability is slow to develop and even adults find it difficult but it can be improved with training and practice.

Evaluation requires the student to review the outcomes and efficiency of the learning

experience. Evaluation includes revisiting goals and conclusions, deciding how to improve next time, and examining learning from another person's perspective to diagnose problems.

Slide 12

Why is metacognition important?

- Metacognitive approaches have been found to have high impact for low cost, based on extensive evidence (The Sutton Trust-EEF Teaching and Learning Toolkit, 2013)
- Shapes active rather than passive learners
- Gives pupils sense of control over learning
- Learning how to learn.
- Helps to promote "deep learning"
- Useful in social situations

Why is metacognition important in general??

•Metacognitive able pupils are aware of a range of strategies to help them to learn, know that they can direct their thinking & essentially are active rather than passive learners (at least some of the time!) – engage with material that is to be learned, with stimulating situations, actively question and plan

•Metacognitive skills are tools that empower the learner. They support motivation. Pupils often fail to see learning as cycle that involves revisiting previous work to see where it can be improved, acknowledging that values of mistakes and planning improvements on this basis. Instead research shows that they are inclined to attribute successes to good luck and failures to lack of ability. Such faulty beliefs serve to make some pupils helpless, believing that there is little they can do to affect the outcome of the lottery of good grades. By showing the learner that they can be in control of how they study, how they organise their work, and how they reflect upon it, we encourage them to take responsibility for

learning and demonstrate that it is an active process reduce the 'mystery' that some pupils imagine shrouds the learning process. Learning doesn't just happen if you sit in a classroom for long enough or read the same page enough times.

•Learning how to learn: Teaching metacognitive skills to pupils gives them the key to understanding their own learning. It shows them ways to take responsibility for the way in which they learn, rather than expecting to be a passive recipient waiting for the next transmission of information.

Slide 13

Why is metacognition important?

- Links with motivation (Larkin, 2010)
- Metacognitive skills have been found to be at least partly independent of intelligence and metacognitive skills have a positive impact on learning (Veenman, Wilhelm & Beishuizen, 2004). This has implications for LAC.
- Metacognition begins to occur from the age of 5 to 6 years for typically developing children (Veenman, 2015). However, there are circumstances (e.g. trauma, abuse, loss of attachment) that can hinder the development of the cognitive structures that are required to develop metacognition (Garner, 2007).
- Perhaps this could be related to the reasons LAC may have difficulties in gaining positive reading outcomes despite the range of existing reading interventions that are offered in schools.
- Therefore, this study aims to explore the role metacognition plays in developing literacy skills.

Slide 14

Why is metacognition important for developing reading skills ?

- Fitrisia et al. (2015) suggest that metacognition plays a huge role in distinguishing between a skilled and unskilled reader.

- Unskilled readers are described to focus on decoding the words in a text rather than constructing the meaning of what is being read (Fitrisia et al., 2015).

- Skilled readers are described as those that have an awareness of the text they read, have knowledge on the reason for reading and identify strategies to understand and draw inferences from reading (Fitrisia et al., 2015). Therefore, it is argued that role of metacognition, is to enable students to become skilled readers that are aware of the content they read, gain and monitor the comprehension of the text (Barr et al., 2016).

- Azevendo and Aleven (2013) argue that skilled readers use metacognitive skills to realise that their goal for reading is to try to understand the meaning of a given text.

Slide 15

Ways of promoting metacognition

Tell pupils about metacognition and model the processes in your own work:

Schraw (1998) recommends explicit instruction
in cognitive and metacognitive strategies to
emphasise...
HOW to use strategies
WHEN to use them
WHY they are beneficial

- *We will now look briefly at some general approaches to encouraging metacognitive awareness in the classroom. Then we will look in more detail about a particular approach that we will be focusing on in the workshop and get you to have a go too.*

- Explicitly explain to pupils what good thinking or metacognition actually is, which adds to this air of mystery around good thinking and what it actually is. Subject experts (ie. teachers) can model the expertise they have in a subject by making their thinking processes explicit

- PUPILS think that:
  It is like breathing or heartbeat
  It "just happens"
  It is out of our control
  NOT TRUE!!!

- Thinking is a skill that can be *learned, practised, developed* and *improved.*

- Thinking skill is not the same as:

-Intelligence
-Being "brilliant" at school work
-Gathering lots of information
-Being good at speaking out in class

- Pupils need to understand what metacognition is if they are to practice regulating their cognitive performances…
- Teachers can explicitly describe metacognition and model it for pupils. Very often we discuss and model how to do something, without modeling the thinking behind it. We allow our pupils to see the final polished version of our thinking without showing them the decisions we made-the revisions, the dead-ends we went down, the ideas we changed or threw away.
- Pupils can be encouraged to think aloud making their reasoning/beliefs visible (Kramarski & Mevarech, 2003) by engaging in metacognitive talk.

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Ways of promoting metacognition

Supporting pupils in regulating their thinking

Schraw (1998) recommends providing explicit prompts, e.g.
•checklists to prompt planning, monitoring and evaluating skills
•providing pupils with metacognitive questions to encourage reflection on a problem before solving it, what strategy might be appropriate for a given task and a rationale for choosing a particular strategy (Kramarski & Mevareach, 2003).

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Promoting metacognition

According to the Education Endowment Foundation (EEF) (2018) teachers should initially prompt the pupils to ask themselves the following questions at the start of each session :

• Planning: Knowledge of task:
What is my goal for reading?
Is this book too challenging for me?
What are the most difficult aspects of reading this text and answering the comprehension questions?
How much time should I devote to this task?
Are there easy bits I can get 'done'?

• Planning: Knowledge of strategies:
Do I have all the information I need to understand this task?
Do I need to ask the teacher for help?
What strategies can I use if I am stuck?
What can I do to ensure I remember what I've learned?

• Monitoring: Knowledge of self:
Is this task (reading comprehension) asking for subject knowledge I can remember?
Do I understand what I have to do?
Am I motivated to stick at this task even when it gets tricky?
Am I reaching my goals?
What can I do to keep myself focused?

Slide 18

Metacognitive talk

This is a strategy to help pupils build their understanding of the content being taught through the interactions with a teacher (Alexander, 2017). Metacognitive or exploratory talk involves engaging pupils in a discussion prior to and after completing a task (Alexander, 2017). This involves asking questions to help students reflect on their knowledge of the task (e.g. demands, and purpose), a sense of self-awareness (e.g. level of motivation required) and awareness of strategies that can or should be used to achieve a task (Mercer and Dawes, 2008).

Evaluating: Plenary Questions to engage in meta-cognitive talk.

Have I reached my goal?

What did I learn from this session?

What helped me to complete the tasks?

What didn't work?

Would I do things differently the next time? If so what?

Simplify the language if it is required as the intervention is supposed to be tailored to the pupil's needs.

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Log

• Statements made by the LAC during these discussions should be written by the teachers on the log provided.

• Each teacher will be asked to keep a log of the content taught and highlight how they have followed the EEF recommendations for developing the LAC's metacognition (see pack).

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Reciprocal Teaching (Palinscar & Brown, 1984)

1. Pupils are taught comprehension strategies:

   • **Predicting** what might happen next
   • **Clarifying** difficult concepts, ideas or vocabulary
   • **Generating questions** about important information in the text
   • **Summarising** key ideas in the text

2. Pupils then work in small groups and use these strategies to discuss the text – pupils become the teacher.

Reciprocal teaching refers to an instructional activity in which pupils become the teacher in small group reading sessions. Teachers model, then help pupils learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once pupils have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

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Reciprocal Teaching (Palinscar & Brown, 1984)

1. Teach pupils the strategies – you will need to 'showcase' them

   Any ideas about how you could do this?

   Predicting
   Clarifying
   Questioning
   Summarising

What activities could you use to demonstrate using each of these skills?
Predicting (e.g. weather forecasts)
Clarifying (e.g. using a dictionary)
Questioning (e.g. practicing interviews)
Summarising (e.g. summary of the weekend)

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Activity 2: Reciprocal teaching for developing comprehension strategies

Task: Role play in pairs. One person should be the teacher and the other should be a pupil

• Step 1: Teacher demonstration: The teacher acts as an expert and demonstrates the task (s) for the pupil

• Step 2: Pupil learns and practice what has been taught. The teacher continues with an 'expert' role but offers prompts and guided practice so as to increase pupil involvement.

• Step 3: Teacher -pupil : The teacher initiates dialogue about the four reading comprehension strategies. Pupils are encouraged to take on a more active role and over time, they take the expert role.

• Step 4: The teacher gives the pupil space to manage the task alone but offers the pupil the opportunity to gain support if needed

• Step 5: Pupil self regulation: The pupil has acquired the four reading comprehension strategies and have internalised them.

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Embed the words predict, clarify, question and summaries into your vocabulary when talking about texts with the pupils using the resources in your pack.

Reciprocal Teaching (Palinscar & Brown, 1984)

1. Teach the strategies – you will need to 'showcase' them to pupils

Predicting	Clarifying	Questioning	Summarising
• Horoscopes • Weather forecasts • TV programmes • Predicting from title • Using pictures to guess what might happen • Read text and guess what might happen next • Think about information we already know about a topic to predict what the text might tell us	• Rereading text • Using a dictionary • Asking for help • Asking peers • Reading the sentence before and after • Check what the pronouns refer to (who did what) • Ask for help after rereading, if the meaning still isn't clear	• Review question words – what, why, where, when, which, who, how • Practice constructing questions • Ask questions about different texts("What do you think he was feeling?") • Conducting interviews or surveys	• Identify sentences in text which tell you the main points • Highlight key words/information • Remove less important information • Practice using categories (cats, dogs, hamsters → pets) • Give a piece of text a summary title • Practice writing newspaper headlines • Give summaries of books/films/days out • 5 key points (use hand)

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Reciprocal Teaching (Palinscar & Brown, 1984): Useful sentence starters

Predicting	Clarifying	Questioning	Summarising
Based on the title, I predict this is going to be about… I think the next chapter or section will be about… Based on… (a clue), I predict… Would anyone like to add to my prediction? I would like you now to read the paragraph, text.	I don't really understand … A question I have is … A question I'd like answered by the author is … One word/phrase I do not understand is … We could use that word in a sentence such as… You could use that word when you are talking about… The author means…	Who is ___? What is/does ___? When/where is ___? Why is ___ significant? Why does ___ happen? What are the parts of ___? What is most important ___? What is your opinion of ___? Has anyone else got a question they would like to ask?	This text is mostly about … The topic sentence is … The author is trying to tell me… This story/passage about ___ begins with ___, discusses (or develops) the idea that ___, and ends with ___. The most important points are…

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Reciprocal Teaching (Palinscar & Brown, 1984)

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Strategy	Declarative	Procedural	Conditional
Picture walk	Look at the title, pictures, heading, graphs, and diagrams in the text.	Turn the pages. Look at the pictures and headings. Think about what the text might be about.	We do this before we read because it helps us make predictions later.
Prediction	A smart guess about what the text is about.	Think about the pictures. What did you notice? Make a guess.	We do this before reading to get ready to read. It warms up our brains.
Set purpose	Why we want to read the text. What we are trying to find out.	Think about your picture walk and predictions. What are you wondering about?	We do this before reading. This helps us focus our brains.
Clarify	Look for words that are hard to read or that we don't understand.	When we were reading, which word was hard to read? For which word did we ask for help? Which word we didn't understand?	We do this after reading, so that the next time we see this word we will be able to read and understand it.
Ask questions	Ask questions about things that happened in the text. Ask questions about parts of the text a kindergartner might find tricky.	Ask questions using the words what, when, where, why, who, and how.	We do this after reading because it helps us understand the text better.
Visualize	Draw a picture of the most important part of the text.	Think of the most important part of the text. Draw a picture that shows this part.	We do this after reading to remember and understand the text better.
Summarize	Telling what the text is about in a shorter way.	If the text is fiction, tell what happened at the beginning, middle, and end of the story, or the problem/solution. If it's nonfiction, tell the topic of	

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Summary of the procedure for the study.

Data Collection Through The Intervention stages	
Baseline/Time 1	**Time 2**
July 2018	**January 2019**
Quantitative Pre-intervention data collection	Quantitative Post intervention data collection
	Interviews with LAC and teachers

-Training day for teachers will be on the 11th of September

-Teachers will complete the pre-intervention questionnaire at the training event.

-The reading Intervention begins on 17/9/2018 and should end in December/ Janurary (the intervention will not be delivered during the two weeks half term break).

-Teachers, and children will be interviewed at the end of the session to find out their experience of the reading intervention. Careers will also be interviewed to explore their views on the pupil's approach to reading.

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Summary of the intervention
Teachers are required to:

- Spend the first 10 minutes to manage and deal with psycho- social needs that may arise;
- Use EEF recommendations and guidance to develop the metacognition of LAC;
- Use reciprocal teaching to support LAC's reading skills;
- Prompt pupils to engage in metacognitive thinking by questioning their knowledge of task, knowledge of self, and knowledge of strategies that is required to complete a task (see pack for questions);
- Engage in metacognitive talk toward the last five minutes of each session and keep a record of their statements on the log;
- Keep a log of all the materials used and content taught in each session. You will be contacted weekly to see how the intervention is going and to problem solve any issues that may occur;
- Use smiley faces to gather the pupil's views of each session;
- Engage in an interview at the end of the intervention.

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Please note:

- Additional resources that we would like you to use can be found in your pack.

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Helpful links and resources

Reciprocal reading -
http://www.readingrockets.org/strategies/reciprocal_teaching

Useful website for various evidence-based strategies for reading:
http://www.readingrockets.org/strategies

I'm going to show you the results from the measures we took to assess children's cognitive and language ability, attainments in reading, spelling and number, self-esteem, and locus of control. But first of all, a quick recap of who the children were…

Borough X and UCL Institute of Education Project
Strategic approaches to raising educational standards for Looked After Children.
Vivian Hill & Patricia Britto
www.ioe.ac.uk

Why should we be concerned?

DFE data in 2016 states that:
- There were 70,440 children in public care in the UK (0.06% of the under 18 national population)
- The figure has been steadily rising for the last 8 years.
- 67.8% have SEN
- 57% of them leave school without qualifications.
- 43% leave with one GCSE compared to 97% of all children
- 27% leave with 5 A-G GCSE compared with 89% of all children
- 15.3% left school with five or more GCSE's (inc. English and Maths) A* - C (7% in 2013) compared with 58% of all children.
- They are twice as likely to be excluded from school and 5 times more likely to have an exclusion.

The poor start in life leads to further social
disadvantage:
Poverty
➔ between 50% and 80% of care leavers are unemployed (1986)
➔ One in ten 16-17 year old LACimants of DSS severe hardship payments have been in care (1993)

➔ 30% of homeless people have been in care (1981)
Health and Mental Health
➔28% of LAC have suffered damaging early experiences, including abuse and neglect.
➔67% may have experienced psychiatric disorders compared with 15% of the general population.

➔up to 50% require some form of health intervention.
Crime
23% of adult prisoners and 38% of young prisoners have been in care (1991) Ex-care users form just 2% of the total population but 26% of the prison population.
➔At least one in seven young women leaving care are pregnant or already mothers this figure is two and a half times higher than that for the national population.

The poor educational experiences of this group
almost certainly contribute to their social
exclusion.

Why should we be concerned?

2013 ONS data explains that:
- They are three times more likely to be a teenage parent
- 6.2% have a conviction or reprimand
- 45% of those aged 5-17 have mental health needs
- 3,980 were adopted in 2014
- 2014 Pupil Premium plus £1900 for looked after and recently adopted children....how is this being deployed in your local authority?

Post 16
- 41% are not in education, employment or training compared with 15% of all children;
- A further 11% cannot be contacted;

The poor start in life leads to further social
disadvantage:
Poverty
➜ between 50% and 80% of care leavers are unemployed (1986)
➜ One in ten 16-17 year old LACimants of DSS severe hardship payments have been in care (1993)

➜ 30% of homeless people have been in care (1981)
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➜ At least one in seven young women leaving care are pregnant or already mothers this figure is two and a half times higher than that for the national population.
The poor educational experiences of this group

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"A child who comes into care, at any age, for whatever length of time, is at risk of educational failure...the probability of falling behind at school is significantly greater than for a child from a similar socio-economic background who does not come into care"

Jackson (1994)

Goddard (2000) Notes that the care population is a dynamic with many children spending only brief periods in care. For many of these children educational problems may have been factors contributing to them entering the care system. On this basis meeting the educational needs of this group need to be the highest priority for the corporate parent.

The Population Profile:

The average age of children in care is 10 years and 11 months. (1996)
In 1996 there were 20,000 children looked after under the age of 10 (39%).
More boys are looked after than girls . The average period of time spent in care is 500 days. 19% of these children spend more than two years in care.

The Educational Profile: Accelerating Underachievement

- 42% not achieving expected levels at KS1
- 53% not achieving expected levels at KS2
- 70% not achieving expected levels at KS3
- 88% not achieving expected levels at KS4
- 72% of all children in care are underachieving
DFE 2017

Underachievement despite the intensive focus on CLAs education

ONS data indicates that in March 2015:
- 58% of CLA achieve expected literacy levels in KS1 compared to 80% of all children;
- 62% in Maths compared to 80% of all children;
- In KS2 36% of CLA achieve expected level in English and Maths compared with 80% of all children.
- At GCSE 12% achieve five or more A* to C grades compared to 51% of all other children.
- Teachers report 60% of CLA require support in English and Maths.

Underachievement continues despite intensive focus on LACs education

ONS data indicates that in March 2015:
- At GCSE 12% achieve five or more A* to C grades compared to 51% of all other children.
- Teachers report 60% of LAC require support in English and Maths.

Risk Factors

Five key factors have consistently been found to influence their poor educational outcomes:
- pre-care experiences;
- disrupted schooling;
- low expectations;
- low self esteem;
- lack of continuity.

The Population Profile:
Ethnic profile:
82% are White;
7% Black;
2% Asian
9% Other (2000/1).
65% live in foster care contexts and only 13% in Residential units. (2001)

Mental Health

The Strengths and Difficulties Questionnaire (SDQ) should be completed for every child looked after for at least 12 months. A higher score on the SDQ indicates more emotional difficulties, with a score of 17 or more a cause for concern.

- **In 2013, a higher proportion of boys than girls scored 17 or above, indicating cause for concern with their emotional health, 40.9 per cent compared with 33.2 per cent respectively.**
- **At all ages, looked after boys score higher than looked after girls.**

Exclusions

Permanent and Fixed period exclusions from schools in England

- **0.15 per cent of looked after children were permanently excluded from school in 2016. This is more than twice the rate for all children at 0.07 per cent**
- **11.36 per cent of looked after children had a fixed term exclusion from school in 2011/12. This is nearly three times as high as the rate for all children at 4.05 per cent.**
- **Both permanent exclusions and fixed term exclusions for looked after children have been falling in recent years, mirroring national trends for all children.**

SEN and Looked After Children

- They are four times more likely to have SEN and 10 times more likely to have an EHCP than their peers.
- 67.8 per cent of looked after children had a special educational need (SEN)
- The most common type of SEN for looked after children, was 'behavioural, emotional and social difficulties'.
- There has been a general improvement in the percentage of looked after children with a SEN attaining most key stage 2 and key stage 4 measures.
- The percentage of looked after children with a SEN achieving key stage 2 and key stage 4 measures is much lower than looked after children without a SEN. For some measures the difference is greater than double.

The Educational Profile: Accelerating Underachievement

- The educational underachievement of this group accelerates throughout their schooling. By secondary phase their attainments:

  "seldom reach standards commensurate with their ability"

  Social Services Inspectorate & Ofsted

- In 2013 only 16% of children in public care progressed to Further Education compared with 68% of all 16 year olds.
- In 2016 only 6% LAC progressed to HE compared to 50% of their peers.

The Educational Profile: Accelerating Underachievement

- 42% not achieving expected levels at KS1
- 53% not achieving expected levels at KS2
- 70% not achieving expected levels at KS3
- 88% not achieving expected levels at KS4
- 72% of all children in care are underachieving
DFE 2017

The Educational Profile:
Accelerating Underachievement
DFE 2017

KS1   50% achieved expected levels in reading, 46% in maths, 37% in writing compared to the achievements of their peers which were 74%, 73% and 66% respectively.

KS2 41% achieved expected levels in reading, 41% in maths, 46% in writing compared to 66%, 70% and 74% of their peers.

Within Child or within system explanations ?

Although poor outcomes are attributed to a number of 'in care' factors, others argue that the care system is not entirely responsible. In relation to poor educational outcomes of looked after children, Berridge (2007, 2012) states that explanations which blame the care system are 'too simplistic'. He argues that "wider sociological, social policy and educational literature" must be acknowledged in order to understand poor educational outcomes of young people in care.

Psycho-social needs and resilience building

Loss and separation
– Understanding the impact of traumatic life experiences on
– Emotional and cognitive development
– Self esteem and locus of control
– Concentration, attention and motivation

Promoting Resilience
– The value of positive educational experiences
– Maintaining high expectations of learning within a supportive relationship
– Nurturing confidence in the process of learning

Leading education
and social research
Institute of Education
University of London

The pilot study found that the children who had a positive relationship with their instructor benefitted the most from the intervention.

DuBois et al., 2002; Cassellius, 2009 also found that the relationship between the CYP and instructor was the key to their success.

Last year we undertook a pilot study in Surrey and interviewed teachers and students before and after the intervention…….

In other words, the quality of the relationship was essential to good outcomes for literacy. While the pilot was small, the work is supported by findings of others

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Leading education
and social research
Institute of Education
University of London

Here is what we found…….

1. Improved "Sense of School Belonging" score
2. Improved resilience score
3. Improved attitudes towards learning

Interview data demonstrated how important the relationship between the teacher and child was……

Leading education
and social research
Institute of Education
University of London

Here is some quotes from two separate students and a teacher

"I really liked it [the intervention]….on Tuesday I wasn't supposed to go, but I went anyway"

"I liked working with Ms X, I wanted the sessions to be even longer, maybe 1hr and 30 minutes"

"we had a really good relationship….Someone like B would really struggle working with just anyone"

Why mentoring?

We also know that investing in relationship-building is likely to be vital when working with LAC

This is due to their past experiences often prevent or interrupt them from successfully developing or maintaining relationships with adults.

Rhodes et al., 2000

Being a Mentor

There is no set way to be a mentor, and we don't expect you to be like a parent, a social worker, their class teacher or a counsellor.

So what are important qualities to display when working as a mentor?
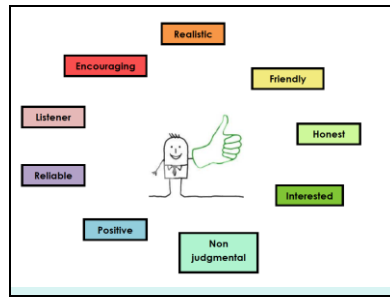
Carers

Carers should, where appropriate, be involved in the mentoring process as fully as possible. For example, it would be good to contact the carers to introduce yourself and keep them updated with progress.

Confidentiality
Explain to young person!

Whatever is discussed during the session will remain confidential, unless the young person discloses that they or someone else is at risk of being harmed, has been harmed or are planning to harm themselves or where there is a risk of offending behaviour or offending behaviour has taken place

Mentoring and Literacy Sessions

1 hour per week

Best to do 1 hour in one go if possible

1 hour session
10 mins mentoring   (approximately)
45 mins literacy   (approximately)
5 mins review

30 mins per session
6 mins mentoring   (approximately)
24 mins literacy   (approximately)

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Learn about each other

Tell them why you want to be a mentor

Talk about and set boundaries together

Ask them why they want mentoring

Show excitement- the young person will reflect this

Talk about what kinds of things you will do together

And explain confidentiality
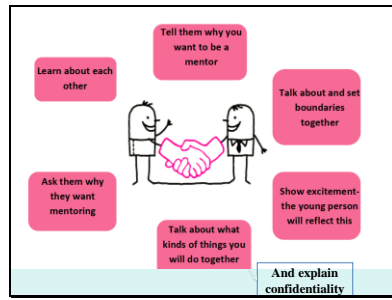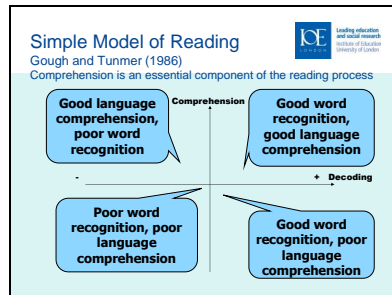
The Simple View of Reading

Some Implications:

The model makes sense of the reading behaviour of many children

It emphasises the additional need of children with comprehension and decoding problems

There are children with comprehension problems whose needs are often overlooked

Will gear appropriate interventions

The Simple View of Reading

Recognises:
Word level analysis

and

The importance of phonological awareness in early reading development
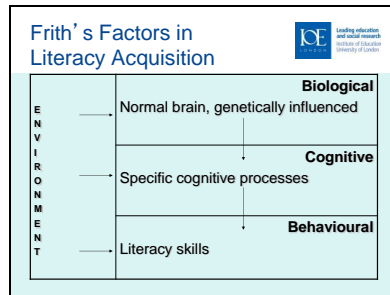
Frith's Factors in Literacy Acquisition

E N V I R O N M E N T		**Biological**
		Normal brain, genetically influenced
		Cognitive
		Specific cognitive processes
		Behavioural
		Literacy skills

Frith (1995)

What do we need to begin to read?

Visual   **What the word looks like**

Phonetic   **What the word sounds like**

Lexical   **What the word means**

Frith

Frith describes three stages of reading development;

Logographic: Immediate recognition of familiar words.

Alphabetic: Knowledge of and use of grapheme phoneme correspondences.

Orthographic: A high level skill which develops later, it refers to the immediate analysis of words into orthographic units with optional phonological recoding.

Comprehension

Genetic contribution to comprehension much smaller than to word recognition.

Environmental contribution to comprehension is greater.

Shared home experiences, and exposure to vocabulary and text are important variables that provide children with the means of comprehending texts.

Ellis and Large

The causal relationship between reading and phonemic skills changes over the first few years of schooling.

They found that the phonemic skills of non readers aged five, predicted their reading ability at age six.

However, once reading ability begins to develop, it then causes the development of some reading-related skills.

Stanovitch

"The relationship between phonological awareness and reading success is one of reciprocal causation"

It is postulated that reading disability may be more an effect of inadequate "bootstrapping" of phonological awareness on orthographic awareness, not solely a lack of phonological awareness. They conclude that the child applies a pre lexical code, which is the joining of phonemes and graphemes.

Dual Route Model: Children need 2 systems set up to recognise printed words.

printed word

letter identification

printed word store

word meaning store

letter - sound conversion system

word pronunciation store

speech
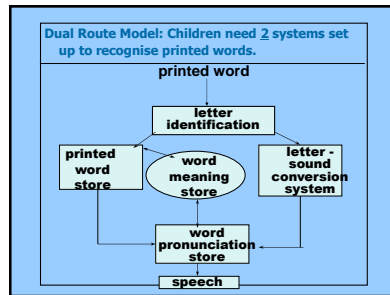
Dual Route Model of Reading
Beginners need to set up these two different strategies for reading. Why?

Summary & Conclusion

- In normal adult readers, there are two routes, whole word and sounding out, by which word recognition can be achieved
- Logically it follows that children learning to read must develop these two routes
- Early phonological awareness underlies successful development of the two routes

---

Comprehension Skills

We will look at:
- Look at models of comprehension
- Look at research on comprehension difficulties in relation to reading.
- Explore assessment of comprehension
- Explore intervention strategies
- Apply these approaches

Comprehension Problems

- Slow acquisition of vocabulary
- Word reading (sometimes) OK
- Problems using terms like 'verb', 'noun' etc
- An additional risk factor for behaviour problems (Rutter, et al, 1992)
- May be perceived as 'angry'/'lazy'
- May infrequently ask for help

Receptive Comprehension Problems

- Listening
- Retention
- Concept familiarity
- Inference
- Use of context
- Integrating present and past information
- Attention

Expressive Comprehension Problems

- Generate ideas
- Find appropriate vocabulary
- Use appropriate sentence frame
- Use grammatical markers (e.g. tense)
- Sequence sentences
- Use appropriate linking devices (conjunctions)

Problems with comprehension

When there are no effective links to existing knowledge

One idea is that we have schema for familiar events

Consider a superman schema

Comprehension is hard when we do not activate a schema e.g. ………

He suddenly flew into the air scooping up the troubled citizens of Metropolis

Difficulties with decoding and processing verbal information

- **Decoding predicted 33% of variance in reading comprehension**

- **After controlling decoding……**

- **Listening comprehension still predicted 43% of variability in reading comprehension**

- **'I.Q.' only predicted 24% of variability**

Teaching comprehension skills

Pressley (2008)

- "we observed explicit comprehension instruction only rarely"

- There was: " a great deal of testing of comprehension and very little teaching of it"

Interventions need to be meta-cognitive

The primary goal is helping low performing students "learn how to learn".

It centers on developing an awareness of the demands of a given task and the strategies that we employ to complete it.

It also requires us to monitor and regulate learning, emotions, attention

Interventions that work..

- Comprehension monitoring;
- Co-operative learning;
- Child asking questions
- Child responds to questions
- Story structure
- Mental imagery / 'guided' imagery

Comprehension monitoring

- Noting inconsistencies in text (Yuill & Oakhill, 1991)

- For example: One day Jill came home and her dog Fletcher wasn't there. Jill went to look around. Just then she ran into her friend Gwen. Fletcher said, where is your dog, Gwen? They all went to look for the dog in the garden

Processing texts at different levels

Words, sentence and whole text – meaning can differ at each level;

- **Are discrepancies in content or meaning noticed?**

- **Are strategies used to support understanding – pausing at full stops and ends of paragraphs and reviewing what has been happening in the text.**

Monitoring meaning

- **Even 6-7 year old children slow their reading down in ambiguous text environments (evaluative monitoring)**

- **Better comprehension monitoring (slow/-down, look-back) is associated with better decoding (regulatory monitoring) (efficient decoding frees up attention for text-level tasks?)**

- **Among poorest decoders: Good comprehenders are better at text monitoring than poor comprehenders**

Paired or group reading

- **Aim: readers learn to focus and discuss reading materials in groups, listen and understand peers**
- **With a peer or adult (teacher or carer)**
- **Example: Reading together: readers learn to read aloud with a partner.**

- **Readers given activities to help teach them strategies for effective reading comprehension**

Talking about reading

Learning is socially mediated; consequently students need ample opportunities to talk to the teacher and to each other in order to "make sense" of what they are learning.

Talk also reveals the ways students are making meaning of information or developing misunderstandings about key concepts.

Supporting learning

Learning only occurs when students are "stretched" beyond their current competency.

The metaphor of "scaffolding" has been used to describe the support that enables a learner to complete a task that would otherwise be unattainable without assistance.

Social interaction between a learner and an individual with additional expertise are necessary.

Vygotsky's zone of proximal development

- **The task must have the right level of difficulty to promote learning.**

- **Too difficult a task will frustrate the learner and make learning impossible.**

- **Too easy a task results in not enough productive work to build learning.**

Approaches

Bridging
Connect ideas and show inter-relationships
Activate prior knowledge and experience
Modeling
Give clear examples
Show finished work
Walk your students through a process

Strategies

Contextualization
Provide familiar environments your students that will help illuminate and clarify new concepts for them.
Use analogies and metaphors
Questioning
Ask higher order questions (why? how? so what?)
Open a window of doubt and possibility
Ask "leading questions" to stretch thinking.
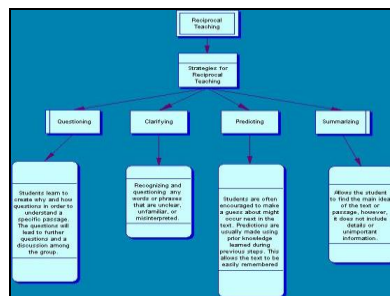
Question Generation

- 'Self-interrogation' or the notion of self-directed speech

- Vygotskyan notion of the internalisation of speech

- Adults scaffold talk and children gradually take it over and internalise

Ask myself whilst reading

1) What is the main idea in the story?
2) 2)What is it about?
3) Then what are the main events and afterwards what are the characters feeling and why?
4) When reading pause sometimes and ask myself what is going?

Teacher questions

Why do you think that happened and what might happen next?

How did you know that?

- Avoid closed questions.
- Use questions that encourage processing and mental elaboration:
- 'what would you do here?'
- 'How did you feel about this part of the story?'

Creating a visual image

Teacher should explain that good readers create a 'picture in their head' of what is happening a story to help them understand and follow the details. Why would they do this?"

"You could try this – maybe start by drawing a picture of the story we are listening to"

How do you think the BFG would look?

Focuses attention and reinforces comprehension by linking visual images with the words read.

Appendix C Pre-assessment report of the LAC baseline assessment outcomes (Pupil B's report)

Educational Psychology Record of Involvement

This report has been produced by: Patricia Britto
Trainee Educational Psychologist

Name of Child:	Pupil B
Age:	10 years and 9 months
Date of assessment:	13/07/2018

Aim of involvement – To gather assessment information on Pupil B's educational needs (cognitive and reading skills) to inform a reading based intervention for the purpose of a research project.

ASSESSMENT INFORMATION

Cognition and learning

In order to assess Pupil B's cognitive skills, I used the British Ability Scales 3 (BAS3) to assess. The BAS 3 is a cognitive test which has been standardised on children between the ages of 5 years and 17 years 11 months. This allows for comparison of results between children.

At the age of 10 years 9 months, Pupil B achieved the following scores:

Test	Description	Percentile	Descriptor
Word Definitions	The child has to explain the meaning of individual words	49	Average
Matrices	A test of non-verbal reasoning. The child is shown an incomplete matrix of abstract figures and must select the figure that completes the matrix.	35	Average
Verbal Similarities	A test of verbal ability and understanding of language. The child	43	Average

	states how three things are similar or go together.		
Quantitative Reasoning	A test for non-verbal inductive reasoning ability. The child was asked to detect and apply rules concerning sequential patterns in dominoes and relationships between pairs of numbers.	42	Average

These scores are represented as **Percentiles** and a **T score**, (where the mean average is a score of 50, and 43 to 56 is regarded as the broad average range). **Percentiles** are a method of comparing a child's performance a set of 100 similar aged children. For example, if a child ranked in the 55th percentile, it would mean that he or he scored as well as or higher than 55 out of 100 children of the same age. A percentile of between 25 and 75 is considered to fall in the average range.

Approach to assessment

- Pupil B engaged well throughout the assessment process and he was very cooperative. During the 'Word Definition' activity, it appeared that Pupil B paid the most concentration to provide the definition of high frequency words. While completing the 'Matrices' activity, Pupil B initially responded too rapidly and appeared to be impulsive in his responses. However, as the activity progressed, Pupil B became more focused on problem solving the tasks.

- During the reading assessment, Pupil B made use of phonics at times to read high frequency words. Pupil B was also very talkative and impulsive at times when answering the reading comprehension questions. Overall, Pupil B appeared to be emotionally calm during the completion of all the assessments.

Interpretation of Results:

- The results indicate that Pupil B's scores on the verbal reasoning tasks were within the 'Average' range. Pupil B's score on the 'Word Definition' fell within the 'Average' range. His score on the 'Word Definitions' task indicates that he has strengths with formulating the definitions of words. Pupil B's scores on this task also reflect that his vocabulary knowledge is an area of strength. Pupil B's score of the 'Verbal Similarities' task fell within the 'Average' range which indicates that he has the general understanding of concepts. It also shows that he is able to make logical connections when completing a task that involved relating words to the categories they belong to.

- Pupil B's scores on the non-verbal reasoning task (Matrices and Quantitative Reasoning) fell within the 'Average' range. This indicates that Pupil B has strengths in activities that involve using problem solving and abstract reasoning skills. The scores for the Matrices task indicate that Pupil B is able to take specific information (abstract figures and shapes) to making broader generalisations that can be considered to be probable (inductive reasoning). Pupil B's score on the 'Quantitative Reasoning' tasks indicates that he has numerical reasoning skills within the average range in comparison to age related expectations.

Literacy skills (Reading)

In order to assess Pupil B's reading accuracy, rate and comprehension skills, the York Assessment of Reading for Comprehension (YARC) Second Edition was used. The YARC is a diagnostic assessment that assesses a child's (age 5 -11) passage reading and comprehension skills. The readings from 'passage form A' consist of fiction and non-fiction texts which Pupil B was required to read as part of the assessment. Questions linked to each passage were asked to provide information about Pupil B's reading comprehension skills.

At the age of 10 years and 9 months, Pupil B achieved the following scores:

	Ability score	**Standard score**	**Percentile rank**	**Descriptor**
Reading Accuracy	53	90	25	Average
Reading Rate	53	77	6	Severe Difficulty
Reading Comprehension	50	84	14	Below Average

Interpretation of Results:

- Pupil B's reading accuracy score fell within the 'Average range'. This indicates that Pupil B is able to read words accurately and this is an area of relative strength for him. Pupil B sounded letters aloud using phonetics particularly when faced with more challenging words. He made use of a range of substitutes by stating words he was familiar with when reading high frequency words. Pupil B also had some difficulties pronouncing words accurately that appeared to be unfamiliar to him.

- Pupil B's reading rate score fell within the 'Severe difficulty range', indicating that his pace of reading words is below age related expectations. Pupil B took longer to read the passage that had more complex words. He was very laborious in his approach i.e. decoding each sound, and will require support to read fluently. Pupil B will also need support to develop his decoding of high frequency and challenging words while reading.

- Pupil B's comprehension score fell within the 'Below Average' range which highlights that he has difficulties with retrieving information from passages and he struggled to provide accurate answers to the questions. Pupil B could not elaborate on some of his responses when he was asked questions about the passages. He will need support to develop his comprehension skills.

Summary

Assessment information highlights that Pupil B's verbal reasoning skills is an area of strengths for him. Pupil B is able to provide definition of words and he demonstrates the general understanding of concepts. His non-verbal reasoning skills are also an area of strength for him and he has a positive approach to tasks that involve applying rules to figure out sequential patterns (e.g. numeracy tasks). Pupil B's reading assessment results highlight that he has difficulties with his reading rate (fluency) and comprehension skills. He will need support to retrieve information from texts to provide answers to comprehension questions and also increase his fluency skills.
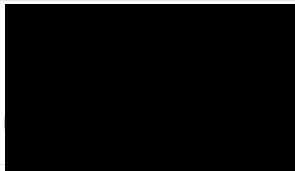
Signature: ███████████ **Date………12/9/2018………**

Appendix D Reciprocal teaching resources / Fidelity Checklist (Reciprocal teaching strategies)

Fidelity Checklist/ Rosenshne and Meisler (1994) reciprocal teaching checklist

In addition to aspects identified during training, the following elements are key to implementing Reciprocal Teaching (RT) strategy and should **be included in every session** and carefully considered throughout the RT intervention:

Dialogue
✓ A structured dialogue involving four strategies: **questioning, summarising, predicting and clarifying (see attached resources);**
✓ Turn-taking should occur between the teacher and pupils (this is why the approach is called Reciprocal Teaching);
✓ Pupils to talk about their thinking;
✓ Discussing reading processes is prioritised over amount of text read;
✓ Pupils are to be actively engaged in bringing meaning to text so scaffolding should be used to guide children's thinking.
Strategies
✓ Discuss strategies in an order that is appropriate to the text;
✓ The goal of RT is for pupils to use strategies flexibly and independently;
✓ Adults should model strategies by thinking aloud and gradually transfer responsibility over time so that pupils take the lead in discussion once they are confident with the RT approach;
✓ Children need time to practise strategies so that they become embedded;
✓ Promote use of the hand actions for each strategy to make them more concrete for children;
✓ Use the posters, sentence starters and bookmarks to prompt children so that strategies are explained clearly and children understand them;
✓ Evidence (Brown & Palincsar, 1987) shows that strategies must be incorporate within dialogue to have an impact on children's reading comprehension, so worksheets and adult-only questioning are to be avoided.

Key tasks during RT sessions
✓ Adult: model, scaffold, evaluate
✓ Child: monitor reading comprehension, collaborate with teacher and reflect on thinking.

Please listen to the audio clip of the training session and see the handout for additional information.

Reciprocal teaching resources

Declarative, Procedural, and Conditional Knowledge for Each Strategy

Strategy	Declarative	Procedural	Conditional
Picture walk	Look at the title, pictures, heading, graphs, and diagrams in the text.	Turn the pages. Look at the pictures and headings. Think about what the text might be about.	You do this before you read because it helps us make predictions later.
Prediction	A smart guess about what the text is about.	Think about the pictures. What did you notice? Make a guess.	You do this before reading to get ready to read. It warms up our brains.
Set purpose	Why you want to read the text. What you are trying to find out.	Think about your picture walk and predictions. What are you wondering about?	You do this before reading. This helps to focus our brains.
Clarify	Look for words that are hard to read or that you don't understand.	When you are reading, which word was hard to read? For which word did you ask for help? Which word you didn't understand?	You do this after reading, so that the next time you see this word you will be able to read and understand it.
Ask questions	Ask questions about things that happened in the text. Ask questions about parts of the text a kindergartner might find tricky.	Ask questions using the words what, when, where, why, who, and how.	You do this after reading because it helps us understand the text better.
Visualize	Draw a picture of the most important part of the text.	Think of the most important part of the text. Draw a picture that shows this part.	You do this after reading to remember and understand the text better.
Summarise	Telling what the text is about in a shorter way.	If the text is fiction, tell what happened at the beginning, middle, and end of the story, or the problem/solution. If it's nonfiction, tell the topic of the text and the most important information.	You do this after reading because it helps us remember the text better.

Predict	**Clarify:**
Based on what you've read and what you know, what do you think will happen next? What clues helped you to think about what will happen next? Is your prediction logical?	Was there a word you weren't sure about? What is it? What page is it on? What can we predict it means? How can we check it? Were there any ideas that were confusing to you or that you don't understand? What strategies can we use to figure this out?
Questions:	**Summarise:**
Is there anything that you did not understand? Is there anything that did not make sense? What were you thinking about as you were reading? Has anything like this ever happened to you? Have you ever known anyone like this character? What are you curious about?	What are the most important ideas or events? What does the author want you to remember or learn from this? What is the most important information in this passage? What was this passage mostly about? In your own words…

Predict I think we will learn…. ☐ ☐ I think this story is about…….	**Clarify** I did not get…... Write down and clarify all the terms you did not get.
Question I wonder…… <table><tr><td>From the book</td><td>Inferences</td></tr><tr><td></td><td></td></tr></table>	**Summaries** This is about…... 5 finger summary that includes important details.

Bookmarks			
PREDICT *Make a prediction when:* • A title is given • Headings are provided • The author poses a question in the text • The text suggests what will be discussed next *Prediction stems:* • Based on the title, I predict this is going to be about... • I already know these things about the topic/story... • I think the next chapter or section will be about... • Based on... (a clue), I predict... • Based on what ___ said/did, I predict...	**Question** *Ask teacher-like questions:* • Who is ___? • What is/does ___? • When/where is ___? • Why is ___ significant? • Why does ___ happen? • What are the parts of ___? • How is ___ an example of ___? • How do ___ and ___ compare? • What is most important ___? • What is your opinion of ___?	**Clarify** *Clarify hard parts when:* • You don't understand • You can't follow the text • You don't know what a word Means *Clarifying stems:* • I don't really understand ... • A question I have is ... • A question I'd like answered by the author is ... • One word/phrase I do not understand is ...	**Summarise** *How to do a summary:* • Look for the topic sentence • Look for who, what, when, where, why, and how *Summary stems:* • This text is mostly about ... • The topic sentence is ... • The author is trying to tell me... *A framed summary sentence:* This story/passage about ___ begins with ___, discusses (or develops) the idea that ___, and ends with ___.

Appendix E: Educational Endowment Foundation (EEF, 2018) recommendations for developing Metacognition and self-regulated learning

Skills:
1Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.

Monitor:
2 Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.

Model:

3Model your own thinking to help pupils develop their metacognitive and cognitive skills.

Challenge:
4 Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.

Talk:
5 Promote and develop metacognitive talk in during your interaction with the pupil.

Organise:
6 Explicitly teach pupils how to organise, and effectively manage, their learning independently.

Support:
7Teachers should receive support to develop their knowledge of these approaches and expect them to be applied appropriately. (This support will be offered through supervision from the researcher).

The above was taken directly from the EEF website and additional information can be found from https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-7

Appendix F1: Probing questions to prompt metacognition talk

According to the Education Endowment Foundation (EEF) (2018) teachers should initially prompt the pupils to ask themselves the following questions at the start of each session:

Planning: Knowledge of task:

What is my goal for reading?
Is this book too challenging for me?
What are the most difficult aspects of reading this text and answering the comprehension questions?
How much time should I devote to this task?
Are there easy bits I can get 'done'?

Planning: Knowledge of strategies:

Do I have all the information I need to understand this task?
Do I need to ask the teacher for help?
What strategies can I use if I am stuck?
What can I do to ensure I remember what I've learned?

Monitoring: Knowledge of self:

Is this task (reading comprehension) asking for subject knowledge I can remember?
Do I understand what I have to do?
Am I motivated to stick at this task even when it gets tricky?
Am I reaching my goals?
What can I do to keep myself focused?

Appendix F2: Evaluating: Plenary questions to ask and engage pupils in meta-cognitive talk for the last 5 minutes of each session.
Have I reached my goal?
What did I learn from this session?
What helped me to complete the tasks?
What didn't work?
Would I do things differently the next time? If so what?

Appendix G: An example of a teaching and Learning Log sheet

Appendix 2: Teaching and Learning Log sheet

Teacher Number:
Student Number:
Year Group:

Note: Please keep all names anonymous in the writing of this log by using the participant numbers. It is very important that you use the EEF guidelines for developing metacognition; reciprocal teaching resources and repeated reading strategy with the pupils per session (see page 1).

The main focus of the reading intervention is to develop the pupil's fluency and comprehension skills. This is based on the information gathered from the pre-data collection (see assessment report). An electronic version will be sent to you via email.

Session 1.
Date:
Timings of session (start-end): 3.30 - 4.30
Duration: 1hr

Target(s) for this session/focus : Developing reading comprehension and fluency skills

Content and materials used:

Spy Cats

Statements made by the child during the metacognitive discussion:

My goal : 'to be able to read all of the words on the page'.
Strategies if I get stuck : 'sounding out each letter and then I can blend them altogether'.

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*).

I modelled my thinking when approaching a tricky word, refocussing on the statement she had made during the metacognitive conversation at the start.

I modelled:
- reading around the word.
- sounding out
- this word sounds like ___ , so it may mean something similar.

Session 2:
Date:
Timings of session (start-end): 3.30 – 4:30pm
Duration: 1hr

Target(s) for this session/focus : Developing reading comprehension and fluency skills

Content and materials used:

Spy Cats

Statements made by the child during the metacognitive discussion:

Recap ideas from previous week. Re-establish goal - to understand what all of the words might _mean_. What can we do if we get stuck - read around the word, discuss meaning, use a dictionary

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*).

Defining 'stalked' → sounds like talk, is it something to do with talking.

"The cat began to stalk its prey" - R's knew this didn't make sense.

Conversation with me, defining that word -
R5→ "So he followed the mouse?" Agreed mutually and kept reading.

Reminder about pausing at , and . (1)skills

Session 3:
Date:
Timings of session (start-end): 3.30 – 4.30
Duration: 1hr

Target(s) for this session/focus : Developing reading comprehension and fluency skills

Content and materials used: Spy Cats

Statements made by the child during the metacognitive discussion:

'Are you reading your goals' → RS → "No, I still don't know what all of the words mean".

Recap on skills required and how we are learning to use these skills to dev. our reading.

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*).

Vocab ~~and~~ is proving tricky for P. – she enjoys the characters and story but gets frustrated easily when we have to stop and she has to apply ~~to~~ the skills, she would rather I just tell her immeadiately.
Focus today is poor.
Willingness to participate is lacking.
P. could summonie text points so far, agreed to change text next week.

Session 4:
Date:
Timings of session (start-end): 3.30 - 4.30pm
Duration: 1 hour

Target(s) for this session/focus : Developing reading comprehension and fluency skills

Content and materials used:

Reading Explorers : Signs

Statements made by the child during the metacognitive discussion:

"Are there any easy bits I could get done first"
Nonfiction text → 'reading the heading and subheading'.
"I could look for clues".

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*).

RS felt poorly today and struggled to focus and engage. She felt it too hard to apply her organisation skills - I'm not sure if this is a true reflection of her skills, after reading each part she looked to me for prompting/questions where as normally she would do that more independently. Session heavily scaffolded with metacognitive talk, even then it was difficult to engage.

Ended session early.

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*).

Today we read part of a chapter spoken by a character in a regional dialect. RS fand this so challenging because the vocab was unfamiliar. twas tisnt were two examples which she fand hard to define. We discussed but she had little experience to relate to. Challenge was present as well as my modelling but she didn't respond as normal because she simply didn't understand.

Session 11:
Date:
Timings of session (start-end): 3.30 - 4.30pm
Duration: 1hr

Target(s) for this session/focus : Developing reading comprehension and fluency skills

Content and materials used:

Skellig - David Almond

Statements made by the child during the metacognitive discussion:

"Its a new book so we should talk about anything I dont understand"

Clarification : Doctor Death.
Prediction : Is the Doctor going to kill him?

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*).

Question : What is wrong with the baby? Why did they move? Who is the creature? Why is Michael so angry?
Summarise : Michael moves house, the baby is ill, there is something in the garage.

Session 12:
Date: 29.1.19
Timings of session (start-end): 3.30 - 4.30
Duration: 1hr.

Target(s) for this session/focus : Developing reading comprehension and fluency skills

Content and materials used:

The Sheep Pig - Dick King Smith

Statements made by the child during the metacognitive discussion:

If she sleeps soundly, does this mean he sleeps quietly? Or in a noisy way like snoring?

More abbreviations of regional accents are identified.

'Feeding up the pigs' - for bacon - RS didnt like this and was reluctant to read more.

Observations and additional comments from the session (*please highlight how the EEF recommendations for developing metacognition were used*). Fluency has really improved. felt part of the text challenging today and was reluctant to read on. I reminded her of the strategies we could we ~~tote~~ and RS said 'we could look up the word in a dictionary'.

Appendix H: An example of a child's evaluation of the sessions

Appendix   Children's evaluation of sessions

Session 1:

What did you think of the session today?

I absolutely loved it   I kind of liked it   Not sure   I did not like it

Comments: Please give reasons for your answer to the above question

It was choclate biskits and skwcish

Session 2:

What did you think of the session today?

I absolutely loved it   I kind of liked it   Not sure   I did not like it

Comments: Please give reasons for your answer to the above question

We read spy cat's

Session 3:

What did you think of the session today?

I absolutely loved it   I kind of liked it   Not sure   I did not like it

Comments: Please give reasons for your answer to the above question

Session 6:

What did you think of the session today?
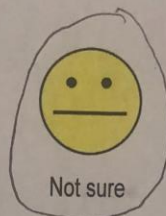
I absolutely loved it	I kind of liked it	Not sure	I did not like it

Comments: Please give reasons for your answer to the above question

We read Oddiess and it was realy hard.

Session 7:

What did you think of the session today?

I absolutely loved it	I kind of liked it	Not sure	I did not like it

Comments: Please give reasons for your answer to the above question

We started reading Babe the sheep pig. And I found it intresting

Session 8:

What did you think of the session today?

I absolutely loved it	I kind of liked it	Not sure	I did not like it

Session 11:

What did you think of the session today?

I absolutely loved it   I kind of liked it   Not sure   I did not like it

Comments: *Please give reasons for your answer to the above question*

[handwritten, illegible]

Session 12:

What did you think of the session today?

I absolutely loved it   I kind of liked it   Not sure   I did not like it

Comments: *Please give reasons for your answer to the above question*

[handwritten, illegible]

Appedix I: Interview Schedules

Interview – Child

1. Can you tell me about the kind of things you did in your extra English lessons?
2. What did you learn from the extra English lessons?
3. Did you enjoy your extra English lessons? *Prompt: can you tell me what you enjoyed?*
4. Was there anything you did not like and why? *Prompt: What would have made the lessons better?*
5. Do you think that the extra English lessons helped with your reading? *Prompt: how?*
6. Did your extra English lessons help with your work in class? *Prompt: how? What do you do now before, during and after reading a story? (e.g. plan, monitor and evaluate your reading).*

Interview- Carer

1. Your child recently took part in a reading intervention at school with X; did your child talk to you about this?' If so, what did he/she share?
2. Did the school share any details of the reading intervention and strategies with you? If so what?
3. Do you read to/with your child? If so, over the course of the reading intervention did you notice any difference in your child's approach to reading? If so what?
4. Did the reading intervention have an impact on your child? If so, what impact do you feel the reading intervention had?
5. Any other comments?

Interview- Teacher

Interview Questions
1. What was the experience of offering the 1:1 sessions (intervention) like for you?
2. From your experience of the reading intervention, what worked well?
3. Was there anything that did not work well? Can you tell me about that?
4. Is there anything that could have made the reading intervention better? If so, what could have made the reading intervention better for you and the pupil?
5. Have you noticed any changes in the pupil since starting the reading intervention? Can you tell me about those?

6. A large part of the intervention was focused on the use of metacognitive strategies (metacognitive talk, probing questions and reciprocal teaching). How do you think this helps/helped the child?

7. Any other comments?

Appendix J Information sheet/ letter and consent forms

Research Project Title:

The role of metacognition in supporting the development of Looked after Children's reading skills

What is this research and what will happen if I take part?

Aims: The aim of this research is to examine the effect of a reading intervention and socio-emotional outcomes for looked after children (LAC). Central to the intervention is to incorporate activities that involve developing LAC's meta-cognitive awareness through the use of reciprocal teaching as they engage in reading building activities that will be tailored to their needs. Through this intervention, secondary outcomes will be measured such as the LAC's sense of school belonging and confidence as a learner.

- The teacher(s) selected to take part will attend a half day CPD session, (led by Vivian Hill, Educational Psychologist and Programme Director: Doctorate in Professional Educational, Child and Adolescent Psychology, and Patricia Britto, Trainee Educational Psychologist), in **September 2018 at Borough X Civic Offices.**
- At this session, evidence of the impact of previous studies will be shared and ideas will be given to support the planning of the programme. Schools will receive funds to release the teacher for the day.
- Before and after the intervention programme, a Trainee Educational Psychologist from UCL University will visit the school and screen the pupils to assess a baseline in order to measure impact.
- The pupils will work with the teacher after the initial EP assessment is complete. This will consist of 12 weekly sessions spread across the autumn term.
- **The LAC, teachers and carers will be interviewed at the end of the project to find out about the experience of the intervention**

Researcher
- I am Patricia Britto a Trainee Educational Psychologist, on the Doctorate in Educational, Child and Adolescent Psychology at UCL Institute of Education.

Benefits of being part of the Programme
- The <u>young person</u> will benefit from having targeted 1:1 reading support
- The <u>teacher</u> will have the opportunity to work with UCL Institute of Education on a Literacy Research Project which is likely to be published.
- The <u>school</u> will gain evidence to show the impact of the programme on their LAC.

- Schools will receive funds to cover costs and a resources budget will be provided for the purchase of materials and equipment.
- The Virtual School will be able to work with partners to raise attainment of the students in our care.

What will be the children be asked to do?

- Engage in cognitive and reading assessments that will be administered by Patricia Britto (Trainee Educational Psychologist). The assessment dates will be arranged with the school.
- Participate in a weekly reading intervention with the focus of developing the LAC meta-cognitive awareness that will be delivered by a Teacher for 12 weeks. This may take place either during lunch time or after school based on what is most convenient for each LAC, teacher and carers.
- Complete questionnaires that will ask about the pupil's sense of school belonging and confidence as a learner pre and post intervention. Also, a questionnaire on the meta-comprehension strategies will be completed.
- Be interviewed at the end of the project to find out about the experience of the intervention.

The process

Pre intervention stage
- Pre data (cognitive, reading assessments and questionnaires) will be collected in July 2018.
- The intervention will commence on the week commencing 10/9/2018 till the 10th of December. However, should there be reasons for additional date to complete the 12 sessions, it is possible to continue till January 2019.

Post intervention stage

- Data (cognitive, reading assessments and questionnaires) will be collected in December 2018 till January 2019.
- All LAC, teachers involved and carers will be interviewed between December 2018 and January 2019.

What will happen to the information provided by the school, teacher and children?

- All data will be anonymised and every effort made to ensure that your child cannot be identified.
- The assessment booklets and questionnaires will be recorded and stored securely at UCL, Institute of Education in the Department of Psychology and Human Development for up to 6 months after the end of the research project.

- The interviews will be audio recorded and transcribed; these transcriptions will be stored separately from any contact details or personal information provided on the consent forms
The assessment information, questionnaires, and interviews will be confidential; this means that I won't be able to share what each child tells me with you. If a child discloses any information which suggests he/she or others are at risk of significant harm, then I will need to pass this information on to an appropriate adult/professional at the school. The group findings that will be collected and shared in a report format with academic staff members at UCL, Institute of Education will also be kept anonymous.

What should I do now?

If you have further questions, please feel free to contact me by telephone (07792179078) or email (p.britto.16@ucl.ac.uk). **If your child / pupil would like to take part, please sign and return the consent form / letter to me.** Please note that your child/ pupil will also be asked to provide consent and they will be informed that they can withdraw from the study at any time.

Supervision and ethical approval

This research is being supervised by Dr Vivian Hill (Educational Psychologist and Programme Director: Doctorate in Professional Educational, Child and Adolescent Psychology) and Dr Emma Sumner (Lecturer in Psychology and Special Educational Needs). Ethical approval has been sought from the department of Psychology and Human Development, which means that the committee carefully considered the risks and benefits of the research.

Data protection notice

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data. If you are concerned about how your, or your child/ pupil's, personal data is being processed, please contact UCL's Data Protection Officer Lee Shailer - data-protection@ucl.ac.uk. If you remain unsatisfied, you can also contact the Information Commissioner's Office.

Details can be found at https://ico.org.uk/for-organisations/guide-to-the-generaldata-protection-regulation-gdpr.

With Many Thanks,
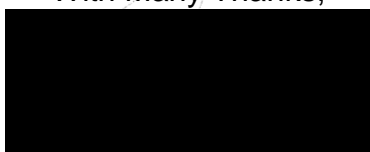
Patricia Britto

Consent letter

Dear Parent / Carer

In order to support the development and achievement of looked after children professionals from UCL Institute of Education in partnership with the Borough X Virtual Head Teacher have developed a literacy intervention; each pupil participating will be receiving one to one support by a teacher from their school on a weekly basis for 12 weeks over the term.

In order to evaluate the scheme, we are particularly interested in measuring the pupil's progress and so would be assessing the children's reading and skills at the start and end of the intervention. We will also conduct an assessment of their wider learning abilities at the start of the assessment to help inform the intervention. We will interview the children about their experience of learning and literacy at both the start and end of the intervention to see if their confidence in their learning has also improved. The assessment data will be shared with the school and will help support them in their work with the child in the future.

UCL Institute of Education has carried out a similar study previously and students made very good progress in their Literacy skills.

The children will be assessed at school. Taking part in this intervention is entirely voluntary, and this will be explained to each child. The child will be free to withdraw their participation at any time without giving a reason or explanation. The identity of participants is confidential, which means that the child will not be identified or presented in identifiable form.

If you are happy for your child to participate in the evaluation, please sign and return the consent slip. If you require any further information, please do not hesitate to telephone Patricia Britto 07792179078 and Andrew Russell on 02030454141.

Yours sincerely,

Mr X

Virtual School Head Teacher
Borough X Virtual School for Looked After Children

……………………………………………………………………………………….................

PALAC Project Parent/Guardian Consent

Please return this slip to: _____

I have read the attached information sheet:

I agree for……………………………..………………………… to participate in the literacy intervention.

Name of Carer/ parent /guardian: Signed:

Date:

PALAC Project Social Worker Consent

This project has been discussed with the social worker and they agree to the young person participating

DT name Print

Signed_____

Consent form for school

The role of metacognition in supporting the development of Looked after Children's reading skills

If you are happy to participate, please complete this consent form and return to ██████████████ *by 21ˢᵗ February 2018*

	Yes	No
I have read and understood the information leaflet about the research	☐	☐
I am happy for pupils to be assessed and interviewed should they give their consent.	☐	☐
I am happy for the assessment scores and interviews to be recorded should participants give their consent.	☐	☐
I understand that if any of my words are used in reports or presentations they will not be attributed to me; all data will remain anonymous.	☐	☐
I understand that I can withdraw from the project at any time, and that if I choose to do this, any data I have contributed will not be used.	☐	☐
I understand that I can contact Patricia Britto at any time	☐	☐
I understand that the results will be shared with the participants on completion of the research, and should the research go on to be published, all data will continue to remain anonymous.	☐	☐

Name: _____ Role: _____

School Name _____

Signed _____ Date_____

UCL Institute of Education
20 Bedford Way, London WC1H 0AL
+44 (0)20 7612 6000 | enquiries@ioe.ac.uk | www.ucl.ac.uk/ioe

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Hello, my name is Patricia.
I am training to be an Educational Psychologist.

I often work with children young people to find out what helps them to learn and enjoy school.

Your carers have given permission for you to take part in a project with me. I'll like to find out if you would be interested in talking with me.

If you decide to join in, I would like to spend some time with you and find out how you feel you are doing in your English and Literacy (reading) learning.

I will also ask you to do some activities, including reading and answering some questions about your learning

I will see you twice over the summer and autumn term.

The second time we meet, I will ask you questions about your literacy sessions with your teacher for example:

1) **What did you think of the extra English sessions with your teacher?**
2) **What kind of things did you do?**
3) **What did you enjoy the most about your lessons?**
4) **Was there anything you didn't like?**

It will be helpful to share some of the things we do and talk about with your teacher and carers so that everyone knows the ways that you like to learn. Your name will not appear on anything except for this leaflet, which I will keep safe.

You do not have to take part, but if you agree with the following please circle the smiley face and put your name and date below:

I have decided that I want to join in.

I understand that I can stop taking part at any time. I know that I don't have to give a reason if I don't want to join in.

I understand that I can ask my teacher about anything I want to know about the project.

Your name: _____

Date: _____

Certificate of Completion

This certificate is awarded to

_____

For successfully completing the reading sessions with your teacher for a period of 12 weeks (between September 2018 to January 2019).

Patricia Britto

 Appendix L: Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

 ***Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process**

 If you are proposing to collect personal data i.e. data from which a living individual can be identified **you** <u>must</u> **be registered with the UCL Data Protection Office** <u>before</u> **you submit your ethics application for review**.

 If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data this should be reflected in your ethics application form.

 For further information see Steps 1 and 2 of our Procedures page at:
https://ethics.grad.ucl.ac.uk/procedures.php

Section 1 Project details			
a.	Project title		**The Role of Metacognition in Supporting the Development of Looked After Children's Reading Skills**
b.	Student name and ID number (e.g. ABC12345678)		Patricia Britto
c.	*UCL Data Protection Registration Number		███████████ ██████████ Date issued: 12/2/2018
c.	Supervisor/Personal Tutor		Vivian Hill / Emma Sumner
d.	Department		Psychology & Human Development Department
e.	Course category (Tick one)	PhD ☐	EdD

		DEdPsy ☐	☐ ╱
f.	**If applicable,** state who the funder is and if funding has been confirmed.		N/A
g.	Intended research start date		8/3/2018
h.	Intended research end date		December 2018
i.	Country fieldwork will be conducted in *If research to be conducted abroad please check www.fco.gov.uk and submit a completed travel risk assessment form (see guidelines). If the FCO advice is against travel this will be **required** before ethical approval can be granted: http://ioe-net.inst.ioe.ac.uk/about/profservices/international/Pages/default.aspx*		

j.	Has this project been considered by another (external) Research Ethics Committee?	
	Yes ☐	External Committee Name:
	No ☑ ⇨ *go to Section 2*	Date of Approval:

If yes:
- − Submit a copy of the approval letter with this application.
- − Proceed to Section 10 Attachments**.**

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.

Section 2 Research methods summary (tick all that apply)

☑ Interviews
☐ Focus groups
☑ Questionnaires
☐ Action research
☐ Observation
☑ Literature review

☑ Controlled trial/other intervention study
☑ Use of personal records
☐ Systematic review ⇨ *if only method used go to Section 5.*
☐ Secondary data analysis ⇨ *if secondary analysis used go to Section 6.*
☐ Advisory/consultation/collaborative groups
☐ Other, give details:

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to

be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e. a full research proposal or case for support document). *Minimum 150 words required.*

Research Rationale

In England, there were about 72,670 Children Looked After (CLA), also known as Looked After Children (LAC), recorded by the 31st of March 2017, an increase of 3% compared to 2016 (DfE, 2017). London has 9910 LAC, 5680 of these children live within the outer London boroughs. In March 2017, it was recorded that Borough X has 240 looked after children in the borough (DfE, 2017). The large number of LAC is among the most disadvantaged groups of children in society (Berridge et al., 2015). The educational outcomes of LAC are lower at key stage 2 in comparison to the children in the general population. LAC may experience trauma prior to coming into the public caring system, and the impact of such traumatic events can result to lower academic outcomes (Okpych and Courtney, 2014).

According to NSPCC (2017), 46.4% of children in care are diagnosed with a mental health diagnosis. This is a concern as there is an association between LAC who have a mental health diagnosis and a high probability of being "not in education, employment or training" (NEET) (Layard et al., 2012). It has been suggested that some LAC experience emotional instability and this often decreases their capacity to engage in education and reduces their level of resilience to adversity. In addition, LAC may have also had difficulties with forming attachment with their birth parents or other caregivers which could have resulted in poor emotional well-being in their later life. In turn, the disruption in forming attachment and the complexities that may occur in LAC early life experiences can also contribute to having social, emotional, and mental health (SEMH) difficulties as a primary need. The difficulties in being resilient to adversity can often have a negative ripple effect on LAC educational outcomes.

A range of literacy interventions have also been initiated to raise the educational outcomes for LAC (Fraser et al., 2008). For example, the Letterbox Club aim to improve LAC literacy by having personalised parcels containing educational materials delivered to their homes (Griffiths et al., 2012); and Catch Up, a tutoring programme delivered by teaching assistants and carers (Fraser et al., 2008). These interventions have shown to have some positive impact on the educational outcome for LAC (Griffiths et al, 2012). Despite this, educational outcomes for LAC continue to be below national averages in comparison to children in the general population (DfE, 2016). Perhaps there should be an increase in the use of interventions to target the educational needs for LAC in order to explore their outcomes and further evaluate their effectiveness in raising educational attainment. Further research also needs to be carried out to provide additional evidence based practice information on the impact of literacy interventions.

In the light of the ongoing research on educational outcomes for children in public care, and given that literacy skills appear to prevent undesirable outcomes (Griffiths, 2012) an intervention with LAC has been designed to improve their literacy skills. This particular research project is a partial replication of the study conducted by Hill, Stuart, Male and Radford (2001) as it utilises the same literacy intervention approach and measures aspects of participant's cognitive functioning, including verbal and non-verbal abilities. The aim is to examine whether the literacy intervention will have an impact on the LAC's literacy and verbal abilities in comparison to a waitlisted control group. The

intervention will specifically involve developing the LAC's meta-cognitive awareness as they engage in literacy building activities that will be tailored to their need. Secondary outcomes of the intervention will also be measured, such as the LAC's sense of school belonging and confidence as a learner.

One method used to help pupils to develop meta-cognitive awareness and the use of appropriate strategies is reciprocal teaching. Reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they learn (Hampson-Jones, 2014). This approach was initially developed by Palincsar and Brown (1984) as they aimed to combine explicit strategies for developing reading comprehension skills along with metacognitive awareness. Reciprocal teaching focuses on the use of four strategies: summarising, questioning, predicting and clarifying learning information (Hampson-Jones, 2014). Pupils can be taught to use these strategies and then encouraged to practice them in the context of learning subjects such as literacy (Ahmadi, 2012). Reciprocal teaching also involves the teacher's role as a leader to gradually decrease over time and pupils are encouraged to take on greater responsibility in their own learning (Ahmadi, 2012). Due to the relationship between reciprocal teaching and developing vocabulary and literacy skills, this approach has been selected as the vehicle for teachers to use whilst delivering the intervention. Also, there is a gap in existing research on using reciprocal teaching as a framework for helping LAC develop meta-cognitive strategies in the context of building literacy skills.

Research questions

The following research questions were identified in terms of expected primary outcomes:
7. Does the use of metacognitive strategies (metacognitive talk, probing questions and reciprocal teaching) support the development of LAC's reading comprehension and reading fluency skills?
8. What are the views of the LAC on their experience of the reading intervention and use of metacognitive strategies?
9. What are the teacher's views on the impact of the reading intervention and the contribution it made towards the development of the LAC's reading comprehension and reading fluency skills?
10. What are the carer's views of the impact of the reading intervention and the LAC's approach to reading at home?

In addition, possible secondary outcomes of the intervention were considered:
11. Does the reading intervention have an impact on LAC's confidence as a learner?
12. Does participating in the reading intervention have an impact on LAC's sense of school belonging?

Methodology

Sampling and recruitment

Purposive criterion sampling has been used to identify the LAC. The Virtual School Head in Borough X for LAC has identified 20 children in Key Stage 2 (year 3 to 5) from 18 schools. All the children are placed in a long-term care of Borough X LA's Social Services and are living with foster carers. The children will be matched in terms of their age and cognitive profile (verbal and non-verbal abilities).

All teachers will be asked to complete a brief questionnaire to find out their level of experience of teaching and delivering an intervention prior to partaking in the research. All of the teachers will know the LAC in advance of the research as they have been working with the pupils from the start of the academic year (2017/2018).

17 Children were supposed to take part due to recruitment issues.

Training for the Designated Teachers

The training session will be delivered by an Educational Psychologist and a Trainee Educational Psychologist. The focus of the session will be on current theoretical models of literacy development and good practice in teaching literacy skills. The session will also describe the impact of having a one to one tuition with a learner while building a good working relationship with LAC. The principles and strategies of using reciprocal teaching to develop meta-cognitive strategies will also be explained to all the teachers involved in this project. The teachers will be informed on ways to use reciprocal teaching by focusing on four reading and comprehension strategies: summarising, questioning, predicting and clarifying. For developing spelling skills and learning new vocabulary words, the teachers will be informed to use reciprocal teaching strategies to enable the LAC to become the teacher and not just a learner. Also, the teachers will be given resources on reciprocal teaching which they will be encouraged to use whilst delivering the intervention. The teachers will also be given a log sheet and will be informed to include the content taught during each of the one to one sessions with the LAC.

Research Design

This project will adopt a quasi-experimental and mixed method design to investigate the impact of an intervention on a targeted population (LAC). 20 children (10 in an intervention group and 10 in a waitlisted control group) will be assessed before and after the intervention on a variety of cognitive subtests, literacy assessments, sense of school belonging and confidence as a learner (see Materials section, below). Qualitative data will be collected through semi-structured interviews with the participants (10 LAC and 10 Teachers in the intervention group) following the completion of the literacy intervention.

Materials

To answer the **research questions (1 and 2)**, data will be collected at three times of the study (see table below).

Table1: The data collection process at three different time-points of the programme.

Condition	Data Collection Through The Intervention stages		
	Baseline/Time 1	Time 2	Time 3
Intervention group	Pre-intervention	Post intervention	Follow up
Waitlist control group	Pre-intervention	Pre-intervention	Post intervention

The following materials will be used:

    vii)   The British Ability Scales 3 (BAS 3)

    viii)   The York Assessment of Reading for Comprehension (YARC)

    i)   MSI: Meta-comprehension Strategy Index

    ii)   The Belonging Scale

    iii)   The MALS: Myself as a learner scale

    iv)   Semi-structured interviews

Qualitative information will be gathered from the teachers and LAC at the end of the intervention through carrying out semi-structured interviews. The purpose will be to gain an understanding of the teachers and pupil's experience of the intervention. The interview will also help to gather information about the pupil's meta-cognitive awareness of the strategies they use to write and spell. The questions for the LAC and the teachers will be identified and phrased ahead of time; however, some will be created during the interview to allow the interviewer and interviewee for flexibility to probe for details or clarify matters that will be discussed.

Procedure

The Virtual school in Borough X will recruit the schools with LAC and sought after teachers that will volunteer to participate in this study. All the 'children in care' existing within the Borough X Borough data base that are in key stage 2 will be identified by the Virtual School team to participate in this study. Each LAC are placed in the long-term care of the Local Authority, Social Services and will be living with foster carers throughout the time of the intervention. The schools will be sent an information sheet (see Appendix 2) by the Virtual School Head Teacher in order to explain the process of the programme (literacy and use of reciprocal teaching to develop the use of meta-cognitive strategies) and to invite the teachers to take part in a half a day training session.

A pre intervention screening (Time 1) of all the children's literacy skills, verbal and non-verbal abilities using the BAS 3 and YARC will take place. A summary of the results from the initial screening test will be provided to the teachers in order for them to have knowledge on the children's areas of strengths and weaknesses (verbal, non-verbal and literacy abilities). This will then inform the teacher about the specific areas to target when offering the one to one tuition that will be tailored to the vocabulary and literacy needs of the LAC. The teachers will be advised to deliver a semi-structured intervention due to the variability of the pupil's previous literacy attainment records (academic year 2016/2017). Therefore, the intervention will be personalised to develop the LAC's areas of needs (e.g. vocabulary skills, reading accuracy and comprehension, writing and spelling). Each teacher will be asked to keep a log of each session (see appendix 3).

Prior to this, the LAC will be given an information sheet that will outline their involvement and rights while participating in the study (e.g. right to withdraw and confidentiality). The children will also be asked to give consent to participate in the study by signing a form (see appendix 4: child friendly consent form). Prior to the initial screening (Time 1), discussions surrounding the strengths of each child will occur in order to establish rapport. The LAC will

be split and matched into two groups (intervention group and waitlisted control group). The LAC in the intervention group will begin the programme in the Spring Term 2018 and this will continue over a period of 8 weeks.

In the Summer Term 2018 (Time 2) the LAC in the intervention group will complete the programme and a post-intervention screening test will be completed using the same measures above (see materials section). At this stage, the LAC in the waitlisted control group will also be assessed in order for a comparison between the two groups to me made.

In the Autumn Term (2018 / 2019 academic year) the waitlisted control group will receive the intervention for a period of 12 weeks. At this stage, the LAC in the experimental and waitlisted control group will be reassessed (Time 3) using all the measures (see materials section) in order to make a within group comparison. At six points across the programme, the teachers will receive a telephone call where the researcher will offer **supervision** using the use of solution focused approaches (Rhodes and Ajmal, 1995) and questioning techniques to monitor the progress of the intervention. The use of solution focused questioning will also be used to problem solve any concerns that may arise at any of the points of the intervention.

All teachers will make the reciprocal teaching strategy in each session.

The LAC in the intervention group will be interviewed to find out about their experience of the programme after completion. The interview process (see appendix 5) will also be used to investigate the pupil's ability to transfer the knowledge and skills gained from the intervention to the classroom context. Also, the interview questions will examine the impact of the use of meta-cognitive strategies in the context of developing literacy and vocabulary skills (**research question 3**). At this stage, the Teachers who delivered the one to one intervention to the pupils will also be interviewed to explore their views and the impact of the intervention.
All interviews for the pupils and teachers will take place in their schools in a quiet room and their responses will be recorded using an audio device.

Data Analysis

Analysis of quantitative data

An Analysis of Variance (ANOVA) will be used to make a comparison between the intervention and waitlisted control group scores derived from all the measures. It will also be used to explore the changes that may occur in the LAC's literacy skills, verbal abilities and use of meta comprehension strategy in comparison to waitlisted control group.

Analysis of qualitative data
A Thematic analysis will be conducted to explore the semi-structured interviews. Thematic analysis aims to identify themes through the use of six phases (Braun & Clarke, 2013). It will be important to firstly become familiar with the qualitative data and the recurring features will be broadly coded to answer the research question. This will be followed by searching for themes and reviewing and reflecting on the themes with the coding.

Section 3 Research Participants (tick all that apply)

☐ Early years/pre-school	☑ Adults *please specify below*
☑ Ages 5-11	☐ Unknown – specify below
☐ Ages 12-16	☐ No participants
☐ Young people aged 17-18	

NB: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC).

Section 4 Security-sensitive material (only complete if applicable)

Security sensitive research includes: commissioned by the military; commissioned under an EU security call;   involves the acquisition of security clearances; concerns terrorist or extreme groups.

a.	Will your project consider or encounter security-sensitive material?	Yes ☐ *	No ☐
b.	Will you be visiting websites associated with extreme or terrorist organisations?	Yes ☐ *	No ☐
c.	Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?	Yes ☐ *	No ☐

*** Give further details in *Section 8 Ethical Issues*

Section 5 Systematic reviews of research (only complete if applicable)

a.	Will you be collecting any new data from participants?	Yes ☐ *	No ☐
b.	Will you be analysing any secondary data?	Yes ☐ *	No ☐

*** Give further details in *Section 8 Ethical Issues*

*If your methods do not involve engagement with participants (e.g. systematic review, literature review) **and** if you have answered **No** to both questions, please go to **Section 8 Attachments.***

Section 6 Secondary data analysis (only complete if applicable)

a.	Name of dataset/s		
b.	Owner of dataset/s		
c.	Are the data in the public domain?	Yes ☐ No ☐	
		If no, do you have the owner's permission/license? Yes ☐ No* ☐	
d.	Are the data anonymised?	Yes ☐ No ☐	
		Do you plan to anonymise the data? Yes ☐ No* ☐	
		Do you plan to use individual level data? Yes* ☐ No ☐	
		Will you be linking data to individuals? Yes* ☐ No ☐	
e.	Are the data sensitive ([DPA 1998 definition](#))?	Yes* ☐	No ☐
f.	Will you be conducting analysis within the remit it was originally collected for?	Yes ☐	No* ☐
g.	**If no,** was consent gained from participants for subsequent/future analysis?	Yes ☐	No* ☐
h.	**If no,** was data collected prior to ethics approval process?	Yes ☐	No* ☐

* *Give further details in **Section 8 Ethical Issues***

*If secondary analysis is only method used **and** no answers with asterisks are ticked, go to **Section 9 Attachments.***

Section 7 Data Storage and Security
Please ensure that you include all hard and electronic data when completing this section.

a. **Data subjects -** Who will the data be collected from? Looked After Children (LAC), Designated Teachers and Foster Carers.

b. **What data will be collected?** Please provide details of the type of personal data to be collected

-Cognitive Assessment using the The British Ability Scales 3 (BAS 3) (matrices, word definition and verbal similarities) by all of the LAC.

-Reading and Comprehension test using the York Assessment of Reading for Comprehension (YARC) will be completed by all of the LAC pre and post intervention.

- MSI : Meta-comprehension Strategy Index to assess LAC's meta-cognitive

awareness of the strategies they could use before, during and after reading narrative texts

- The Belonging Scale will be used to measure school membership of the LAC.

-Data will be collected using the Myself as a learner scale (MALS) pre and post intervention

- Semi-structured interviews will be used to find out the LAC and Teacher's experience of the intervention in the experimental group. Questions will also be asked to find out the LAC use of metacognitive strategies after the intervention.

c.	**Disclosure** – Who will the results of your project be disclosed to? Patricia Britto (TEP), Vivian Hill (Programme Director), Emma Sumner (Research Supervisor), Andrew Russell (Borough Virtual School Head Teacher) and Borough X Educational Psychology Service.
d.	**Data storage** – Please provide details on how and where the data will be stored i.e. UCL network, encrypted USB stick*, encrypted laptop* etc. All hard copies of the data collected will be stored in a locked cupboard and the details of participants will be anonymised. All related emails including participant's details are sent through a secure encrypted format known as 'Egress Switch'. A username and password is required to access such electronic content. All electronic data will be stored on an encrypted USB storage and deleted after completion of my training programme. All personal data will not be further processed in any manner incompatible with the purpose of research. *Advanced Encryption Standard 256 bit encryption which has been made a security standard within the NHS
e.	**Data Safe Haven (Identifiable Data Handling Solution)** – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)? Yes ☒ No ☐
f.	How long will the data and records be kept for and in what format? After the research, the data will be stored in a locked cupboard at the department of psychology and human development (IOE) after the project for a period of six months and then destroyed. Copies of all data collected will also be given to the Borough X Virtual School to independently store on each child's

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record securely. The Looked After Children are entitled to request the history of all related working documents at any point in time from the Borough X Virtual School.

Will personal data be processed or be sent outside the European Economic Area? (If yes, please confirm that there are adequate levels of protections in compliance with the DPA 1998 and state what these arrangements are: No

Will data be archived for use by other researchers? (If yes, please provide details.) No

Section 8 Ethical issues

Please state clearly the ethical issues which may arise in the course of this research and how will they be addressed.

All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.*

− Methods − Sampling − Recruitment − Gatekeepers − Informed consent − Potentially vulnerable participants − Safeguarding/child protection − Sensitive topics	− International research − Risks to participants and/or researchers − Confidentiality/Anonymity − Disclosures/limits to confidentiality − Data storage and security both during and after the research (including transfer, sharing, encryption, protection) − Reporting − Dissemination and use of findings

All ethical principles have been taken into consideration and will be closely monitored during and after the research project. It is important that participants are protected from potential harm and abuse; in keeping with safeguarding legislation, all adults working with participants have completed a DBS check prior to working with each child. They have all also undertaken training on safeguarding children and strategies to manage potential risks to working with children.

Once the schools, Foster Carers and Social Workers have read the research information sheet and consented, the children will be approached individually; they will be given verbal and written information about the research project. Throughout the various stages of the research, there will be given ample opportunities for the LAC to understand the nature, purpose and anticipated outcomes of their research participation. This information will be provided by the Designated Teachers and the researcher both orally and in a written format. All of the children involved in this research will be given a child friendly information sheet which will include details of the research project and the nature of their involvement prior

to the intervention begins and data is collected.

Additionally, the researcher will seek to help participants understand that participation in the study is entirely voluntary and that they could withdraw at any time without providing a reason. Throughout the delivery of the intervention, the Teacher will ensure that each LAC is happy to continue with the literacy/ mentoring support in each session and the researcher will also confirm that they are happy to participate with the evaluation process every time that they work with a participant.

All data will be anonymised in order for students, Teacher and Foster Carers to not be identified. Each participant will be allocated a number and questionnaires and assessment booklets will be coded. Electronic data will be stored on an encrypted USB drive and hardcopies will be locked in a secure cabinet. Only the researcher, the researcher's supervisors and Borough X Virtual School Head will have access to the actual details of the participants. All participants will be informed that once their information is anonymised, all data collected will be included in a research report that will be shared with schools, research supervisors and those that will be grading this research project. In other words, all participants will also be made aware about limits of confidentiality. If sensitive topics are raised, participants will be offered reassurance that all matters discussed will remain confidential. However, confidentiality can be overridden in exceptional circumstances if a matter related to safeguarding is disclosed. This case will then be referred to the safeguarding officer of the school and the Vitual Head of Borough X will be informed of such matters. The research supervisors at UCL Institute of education will also be alerted about the situation. Participants may also disclose information that needs to be passed on to another agency. If this occurs during one of the literacy/ mentoring sessions, the Teachers will follow their school's protocol of dealing with safeguarding concerns based on the safeguarding training they have received. The researcher will ensure that all Teachers refer to their schools safeguarding policy and procedures and be aware of who the designated safeguarding officer is in case participants disclose information that requires further attention.

To minimise the chances of participants feeling anxiety, discomfort or embarrassment when completing literacy tasks, all scoring of answers to each literacy task will not be revealed or visible to the participant during the administration of the assessments. It should be noted that all tasks are typical activities that are completed within a school setting and, therefore, are not considered to cause any distress. If participants become distressed while the tests are being administered, then the researcher will act in the best interest of the participants and remind them of the option to withdraw from the project. In such cases participants will also be debriefed by the researcher and a key staff member at the school to help return the individuals to a happier state. This will involve speaking to the participant about their concerns and addressing any worries they have prior to leaving the setting (e.g. assessment room). For participants who may appear to have low self-esteem, they will be offered lots of encouragement during the completion of the cognitive tests to boost their self-confidence and esteem. If the situation escalates and the participant becomes emotional, he or she will be directed to a key staff member to receive pastoral support. Participants will be debriefed by the researcher and offered pastoral support by a designated member of staff if they become distressed at any point in time. In addition, the researcher will find out participants' academic ability in advance so that the testing can begin with tasks that match the pupil's ability as this may help to build self-confidence before moving on to the more challenging tasks.

In order to follow ethical considerations, the waitlisted control group will receive the

intervention at a later date (Autumn 2018). All of the ethical considerations written above are also taken into account with the LAC and Teachers in the waitlisted control group.

Section 9 **Attachments** Please attach the following items to this form, or explain if not attached			
a.	Information sheets, consent forms and other materials to be used to inform potential participants about the research *(List attachments below)*	Yes ☑	No ☐
	If applicable/appropriate:		
b.	Approval letter from external Research Ethics Committee		Yes ☐
c.	The proposal ('case for support') for the project		Yes ☑
d.	Full risk assessment		Yes ☐

Section 10   **Declaration**

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

Yes

I have discussed the ethical issues relating to my research with my supervisor.

☑   ☐

I have attended the appropriate ethics training provided by my course.

☑   ☐

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.

Name	
	Patricia Britto
Date	
	6/02/2018

Please submit your completed ethics forms to your supervisor for review.

Notes and references

Please note that updates to this study were made from July 2018 and the following changes can be found in the body of the main thesis.

Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

British Psychological Society (2009) *Code of Ethics and Conduct*, and (2014) *Code of Human Research Ethics*

or

British Educational Research Association (2011) *Ethical Guidelines*

or

British Sociological Association (2002) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the Institute of Education http://www.ioe.ac.uk/ethics/.

Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB)). If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE. Further information can be found at http://www.ioe.ac.uk/studentInformation/documents/DBS_Guidance_1415.pdf

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

Further references

The www.ethicsguidebook.ac.uk website is very useful for assisting you to think through the ethical issues arising from your project.

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.
This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook.* London: Sage.
This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) What are Qualitative Research Ethics? Bloomsbury.
A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

Departmental use

If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, the supervisor **must** refer the application to the Research Ethics and Governance Coordinator (via ioe.researchethics@ucl.ac.uk so that it can be submitted to the Research Ethics Committee for consideration. A departmental research ethics

coordinator or representative can advise you, either to support your review process, or help decide whether an application should be referred to the REC.

Also see 'when to pass a student ethics review up to the Research Ethics Committee':
http://www.ioe.ac.uk/about/policiesProcedures/42253.html

Student name	Patricia Britto
Student department	Department of Psychology and Human Development
Course	Doctorate in Professional Educational, Child and Adolescent Psychology
Project title	The Role of Metacognition in Supporting the Development of Looked After Children's Reading Skills

Reviewer 1

Supervisor/first reviewer name	Dr Emma Sumner
Do you foresee any ethical difficulties with this research?	The proposal has been discussed in detail with the student and supervisory team and I do not foresee any ethical concerns.
Supervisor/first reviewer signature	███████████
Date	07/03/18

Reviewer 2

Second reviewer name	Vivian Hill
Do you foresee any ethical difficulties with this research?	No
Supervisor/second reviewer signature	███████████
Date	15.3.2018

Decision on behalf of reviews

Decision	Approved	☑
	Approved subject to the following additional measures	☐
	Not approved for the reasons given below	☐
	Referred to REC for review	☐
Points to be noted by other reviewers and in report to REC		
Comments from reviewers for the applicant		

Appendix M: Examples of transcripts (Case A and D)

Note: Yellow = codes generated from LAC's transcripts, orange = codes generated from carer's transcripts and pink = codes generated from teacher's transcripts

Case A		
Transcript: The child's responses are written in black.	**Extract no.**	**Initial code**
Interviewer: Can you tell me about the kind of things you did in your extra English lessons? So we also do reading and like summarising and predict what's going to happen next, next time we see each other and yeah. We did some clarifying and she asked me questions about the book once we've read it. We do speed reading when -- before we start our reading. And we have discussions to help with my thinking. Yeah, that's it.	Pg.1(1)	• Structure of the intervention • Learning of metacognitive strategies whilst reading.
Interviewer: What did you learn from your extra English lessons? So I learned, like, when we -- before we started reading we did some grammar and yeah, that helped me with my homework and that. We used to do a spelling test before.	Pg.1(2)	• Reflection of learning experience.
Then we started reading and I learned…… I learned about how to answer comprehension questions.	Pg.1(3)	• Comprehension skills were learned.
I now know how to answer questions about a story and it was fun.	Pg.1(4)	• Rewarding experience whilst reading • Enjoyment of reading.

Interviewer: Did you enjoy your extra English lessons? Well, I liked the reading and, like, I liked when I got to read and yeah, we get to, like, make stuff up about what's gonna happen next and that's what makes it fun. We summarise and that was quite fun and I liked predicting	Pg.1(5)	• Making prediction increased enjoyment in reading • Enjoyment in using metacognitive strategies whilst reading.
Interviewer: Was there anything you didn't like? No –	Pg.1(6)	• Complete enjoyment of the intervention.
Interviewer: Do you think that the extra English lessons helped with your reading? Yeah –	Pg.1(7)	• Helpful experience
Interviewer: How? Well, the speed reading helped me read faster and the reading it, like, helped me read…	Pg.1(8)	• Repeated reading was helpful • Improvements in reading fluency.
when I go to a word that I don't understand, she'll help me find what word it is. What word -- and yeah.	Pg.1(9)	• Awareness of the impact of clarifying meanings of words • Learning to clarify words was helpful whilst reading.
Yeah. Like when we're doing text reading like we read a piece of text and then answer the questions. It helped me with that.	Pg.1(10)	• Transfer of learning.
It helped with me when I would get extra reading time…	Pg.1(11)	• Additional time to read was useful.
I can understand, like, hard words now. That's it.	Pg.1(12)	• Increased understanding of words

		• Awareness of strengths.

Transcript: The carer's responses are written in black.	Extract no.	Initial code
Interviewer: Your child recently took part in a reading intervention at school with X; did your child talk to you about this?' If so, what did he/she share? No, Pupil A didn't. He is very much in the moment and acts on what happens in the certain time and then it's gone. If I could just briefly say when he has contact and sees his mum where you would expect him to be really happy, he isn't. He goes there, he gets his presents and comes away and it stops there. When we go away, he doesn't carry on about how he has seen mum and blah blah blah. Pupil A is very in the moment. Everything is in the moment.	Pg.1(1)	• Limited recall of learning experience (pupil)
Interviewer: Did the school share any details of the reading intervention and strategies with you? If so what? Not really no. We have had a problem with the school in that erm we recognised through us being Foster Carers for 20 years and my wife having her own play group for 25 years and being a SENCO and also previously before that we done work with autistic children voluntarily for 3 years. We got our own children and grandchildren and obviously we foster, so we have a good knowledge of when a child has a problem. When Pupil A started school he had a serious problem and had a fantastic teacher who helped him out Mrs E and it was agreed	Pg. 1(2)	• Challenges with the relationship with school • Frustration surrounding assessment and diagnosis. • Limited sharing of strategies • Sequence of events about breakdown of the relationship with school.

through the social services that he would be referred because of his behaviour to the autistic assessment at hospital X because the school were about to exclude him. That was it; his behaviour was so out of the wall.

Unfortunately, he then changed year and was in another teacher's class. The teacher wouldn't have anything said against him because she is a great believer that there is no problem with any child which is fair enough you know but it wasn't helping Pupil A. She gave a report to the autistic assessment team which was totally inaccurate and then a month after that erm we went to a meeting and she held up her hands and just said I could never say anything negative about Pupil A and then gave us all the things he was doing in the classroom which was pretty bad like fighting, crying, having melt down, shouting out and being disruptive.

We challenged the school on this and they had to back their staff and that caused a lot of problems. We had a big argument where this teacher said Pupil A could do 75words on his own, spell them and read them. Well as we all know now, at that time Pupil A was dyslexic and he has ADHD. Also, he was two and half years behind. It was impossible and the school argued that we were wrong and he could do it and in the end we were proven that at that time he had problems. We knew he had problems but nobody said he had these problems and basically, that became a very hard time for us to work with the school because the school had to now stick and back their staff up. In the end it was great that the Educational Psychologist came in and without our input, she made her own decision on what she saw and he found that he was dyslexic and she was concerned about whether

he had ADHD or Autism and referred him back to be assessed at Hospital X who found out he has got ADHD and strong Autistic traits.		
So working with the school has been slightly hard and they still haven't admitted it so we don't get to hear all that goes on the school unfortunately.	Pg.1(3)	• Lack of information with school.
Interviewer: ok so going back to the question; did the school share any details of the reading intervention and strategies with you? If so what? No not really no. We were told that it was going to happen but not really in depth. Also, the school hasn't been coming to the LAC review as well which does cause a major problem because could have discussed this. The last LAC review was in November and for whatever reason they didn't turn up but then they haven't really been turning up which is a shame really.	Pg.1(4)	• Limited information about the intervention was provided • Challenges with the relationship with the school.
Interviewer: Do you read to your child? Yes we try to read with him but our home is very busy and it is a family orientated house and he can get distracted very easily.	Pg.1(5)	• Reading at home is challenging.
He loves his Goose Bump books and he was over the moon when we got them for Christmas…	Pg.1(6)	• Enjoyment of books.
but you know as I say Pupil A is very much in the moment and you know he does get distracted.	Pg.1(7)	• Reduced concentration impacts on comprehension skills.

You can speak, work with Pupil A, read and that but it can be gone because he doesn't hold the information sometimes and he has gone unto to do something else. You know.	Pg. 1(8)	• Memory difficulties affects concentration skills.
Interviewer: As you've said you read with him; over the course of the reading intervention which has been within the last 12 weeks, did you notice any difference in your child's approach to reading? If so what? I am going to be honest and say no; but, this doesn't mean it hasn't gone well here. Are you with me? As I say, when Pupil A surroundings is different, he may slips back to how he is and when he reads…	Pg.1(9)	• Structure of school supports pupil's reading skills
…he looks around and he is buzzing. With his ADHD, this could have the effect on him and it's not that he doesn't want to read but other things are going on…	Pg.1(10)	• Impact of diagnosis on reading skills • ADHD impacting on pupil's concentration skills whilst reading.
We notice sometimes, if Pupil A starts to get bored, he first works his hands and it starts going, he starts to play with the fingers of his hands and that.	Pg.1(11)	• Boredom reduces pupil engagement in reading.
But if we can read with Pupil A in short spurts, you know it's a good thing. With even stuff he likes such as watching football on TV, after a little while he gets bored.	Pg. 1(12)	• Chunking reading is helpful.
He plays chess and he is very good at chess. Although there are other kids that are better than him in playing chess, I believe he is good at what he does and he picked it up very quickly. There are good things about Pupil A and he loves chess but he would only play one game and he is not really interested in the second game. I think this is the same for him with reading, he only wants it so much and then he has had enough because he has done it at school.	Pg.2(13)	• Reduced sustained interest in task completion • Challenges with sustaining interest in activities.

But that doesn't mean he hasn't picked up anything because I know Mrs A has done a lot of work with him.	Pg. 2(14)	• Acknowledgement of support given by school.
But erm, we say Pupil A has to come to school, he has to go into a class, he has to learn, like we all do, he has to go into the playground to play with other children but if you took him out of all this and let him do his own thing, I don't think he would do hardly any of it.	Pg.2(15)	• Importance of reading support • Support is required to sustain learning.
But outside of school with children, the school says he has friends but we have invited kids out of tea and ask to take kids out; but, the kids and parents never take us up on it. He is also never invited to parties or anything; yet, the school says he has a lot of friendship? Well no, I am sorry he hasn't, he has acquaintances and that's what I am saying to the school.	Pg.2(16)	• Challenges in relationship with school • Mismatch between school's view and his skills (social)
If you take Pupil A outside certain scenarios like outside school, we see it when he plays with other kids as they don't get his ways and he can get very upset. Like playing football and doing social things. He goes on a holiday camp every weekend so he gets to mix with different children and after five to 10minutes, they seem to get fed up with Pupil A and he is crying in shame. We feel for him but they don't get the way Pupil A plays. Pupil A does play football and he is not a bad footballer but if it doesn't go right for him and this is a boy of 11 coming up to 12 in September he breaks down and cries and goes off on the floor.	Pg.2(17)	• Difficulties with friendships • Social difficulties impacting sense of belonging with his peers.
We are worried about the next school and with Pupil A, there is him in school and who he is outside of school where I think you can see what he is. The other thing and this sums it up.	Pg. 2(18)	• Child presents differently in school than he does at home.
At first we weren't going to let Pupil A do the 11+ because he has been struggling but then my wife and I had a chat and we said he should do it and let us see what Pupil A can do he could do on his own. He did do it but he failed and at least he tried and we did big	Pg.2(19)	• Offering opportunities • Importance of praising pupil's effort

him up. But the mark he got was regarded by the Looked After Child Education team as seriously low and they say said that it was seriously low.		
Interviewer: When was this? Last year. It might have been in October which showed the real Pupil A. He is part of our family but we are realistic about what he can and cannot do. This school is a high achieving school and they like all the children to be high achievers and when they are not, they will say they are. Well that's no good when they leave this school because they will find it hard. We have had this with other schools as well with another child we foster.	Pg. 2(20)	• Importance of understanding child's learning needs.
This school is under pressure to get results. Back to Pupil A with reading and that, what they said he could do is totally different and when someone is there to guide him like me, my wife or adopted sister to help him, the results are better.	Pg.2(21)	• Adult guidance supports reading outcomes.
Take that away and Pupil A goes back to where he was. I understand he needs the support but let us be realistic of what he can do on his own and what he can do with somebody guiding him. Then you get the proper Pupil A and can see what he does need.	Pg.2(22)	• Importance of being realistic about child's needs.
Interviewer: You mentioned that with guidance and support, Pupil A performs better; can you tell me what this looks like in terms of reading? When reading and you tell him to slow down and not to rush and it gets better rather than rushing away.	Pg.2(23)	• Monitoring reading speed helps • Helping pupil to monitor reading speed helps
Sometimes when you tell him to look at the pictures before he reads and then that helps him out. If you don't tell him and just say read the book, he would get mixed up and that.	Pg. 2(24)	• Visual cues support with understanding text.

Sometimes when Pupil A talks to you, he can forget stuff midway through a sentence and then you see his face and body start to erm get into rigid movement.	Pg. 2(25)	• Word findings and tracking difficulties impacts discussion with pupil.
Then we say Pupil A, don't worry mate, if you think about it come back and tell us. With reading, if you gave him a book and say go on, he would just rush away with it. That's explained it all, I don't know.	Pg.2(26)	• Guidance and reassurance is key to support reading skills.
Interviewer: Did the reading intervention have an impact on your child? If so, what impact do you feel the reading intervention had? It's a hard one really. Sorry I don't mean it in that way. I would say it is all help to him. We would rather have it and I think it did.	Pg.2(27)	• Intervention was somewhat helpful.
However, with Pupil A through no fault of his own, it is sometimes the distraction and we don't know what is going on through his brain sometimes and he is not always the same. Some days he can do a good bit of reading and then the next day it can be not so great. He gets distracted a lot and his brain is somewhere else.	Pg.2(28)	• Reduced concentration skills impacts reading • Inconsistent reading outcomes due to reduced concentration skills.
Also, there is lots of stuff that happened in his life before he came into foster care because he is very much aware of what's going on around him and this is a safety mechanism for him. He needs to know what is going on around him because he has had a lot going on. He has been k****** and even things that we don't even know. There is a question mark about whether he was abused and we don't know. So he has that, ADHD, dyslexia and poor kid his brain must be. Bless him he does get very distracted and that's why we are very worried about secondary school. We've had him for 6 years and we can't tell you or anybody what he is going to be like.	Pg. 2(29)	• Previous traumatic life experiences impacting capacity to learn (pupil) • Impact of wellbeing on learning • Pupil can be hyper-vigilant
But he can surprise us and there was a time when we were building something and he said *"if you put that there then you can make it structurally strong"* and we were like wow he used those words.	Pg.2(30)	• Inconsistent reading outcomes.

That's Pupil A, he can surprise you and that's what I mean about the reading, sometimes can surprise you and sometimes he can't hold attention.		
Interviewer: Any other comments? Yes we are happy about anything that helps Pupil A but we had to pick him later but don't get me wrong we had to do that before.	Pg.2(31)	• Issues with timing of the intervention.
It's important for us to be realistic and know that he has a problem but just because he is a LAC doesn't mean we shouldn't identify his problems. It's taken time to get here and for him to have help but we are happy.	Pg. 2(32)	• Importance of being realistic about child's needs.

Transcript: The teacher's responses are written in black.	Extract no.	Initial code
Interviewer: What was the experience of offering the one-to-one sessions like for you? I found them really quite enjoyable in as much as it gave me something very concreate to work with…	Pg.1(1)	• Rewarding experience (teacher) • Enjoyment of teaching and learning process.
when working with Anthony I was using the repetitive side, repeating things with him each week.	Pg. 1(2)	• Structure of programme was useful.
So that for me was quite -- quite a useful tool at that point…because up until then I'd been doing a lot of SAT style work with him…	Pg.1(3)	• Helpful specific tools and resources.
…but this took me back to almost, like, the nitty gritty basics with him.	Pg.1(4)	• Importance of going back to teaching the basics.
Pupil A, number one, he's used to working with me anyway on a one-to-one. So he was happy to do that so I didn't have any initial sort of issues of sort of, you know, building relationship.	Pg.1(5)	• Existing relationships is helpful.

He hadn't done huge amounts of what I'd call reading from texts so much.	Pg.1(6)	• Limited previous reading experience
It had always been short texts and then questions answered in SAT style, but he has really enjoyed the sessions with the reading.	Pg.1(7)	• Rewarding experience (pupil)
Now, he chose the first text himself. It was too young for him so some of the questions I was asking right, so afterwards it was so, did you think that book was the right kind of book for you to read? Did you feel that you were, you know, it was the right sort of level for you?	Pg. 1(8)	• Helpful use of age-appropriate probing questions – reflection, metacognitive process.
It was easy, fluff the farting fish. You can guarantee why he chose it. And he read it easily, fairly easily so it…	Pg.1(9)	• Choosing appropriate books.
…there wasn't too much in it so that I could actually develop, but we did talk about how afterwards I asked him to do the, oh gosh, what do we call it, the retelling of the story which he was able to do because it was simple.	Pg.1(10)	• Developing comprehension skills • Easy to recall simple stories.
So he wasn't challenged in the first session I felt. So on the second and third session I gave him a range of books and they were all folk tales, but I used pictures in these books. The books I offered him were books with pictures in because I felt Pupil A was the sort of child who would look at the pictures. Not necessarily to tell him what the words were, not necessarily to tell him, but it just drew him in, it attracted him. So I gave him a range of books. I did actually have a book out with no pictures in and anyway, he chose a book. It was one of -- it was a fairy tale story and we talked a lot about…	Pg. 1(11)	• Pupil responded better to picture books • Offering range of book and giving pupil a choice.
I mean it was mostly about what is a -- what is a folk tale. So we talked about that, around that with him. He wanted to read it quite easily again. He read it fairly easily.	Pg.1(12)	• Reading folk-tale books easily.
There were some little words in it and I can't actually pull those out for you what they were, but I will when I get the book. But there	Pg.1(13)	• Using a strategy to improve speed of reading.

were little elements within in it where it would be -- it would say something like the river flowed as fast as -- and he -- so we talked about that with him and asked him to think about the words that could've been used instead of 'flowed as fast as', gosh it's a bad one isn't it? The wind blew hard like a -- oh I can't even think of it now, but anyway, but anyway he was able to kind of have his input into that. The -- we always started with Speed Read. We started the Speed Read. Now, that was a book that I chose for him.		
He kind of likes it and didn't like it, but because it became part of the regular routine, he started to accept it because it was a book that I chose.	Pg.1(14)	• Accepting methods and particular routine to reading.
He didn't want me to choose his books. After about the -- it must've been about the 7th, 8th session again, I tried to choose a book for him from a Teri Jones short stories and he actually almost cried. He did not want to read this book. I don't want to read it; I don't want to read it. He really sorts of **bumped** against it.	Pg.1(15)	• Refusal to read books chosen by teacher • Unsettled about reading chosen book
However, I said well, what about if I read some of it with you? So I read some of that with him and after that he was able to -- he was happy to read some of the stories from that book.	Pg.1(16)	• Happy to read unwanted books when supported.
We then progressed, then I took him, knowing that he was sort of like a little resistant to me choosing books, I think got the -- a book called Wolf Brother which is familiar, you know, a fabulous book, amazing book and I told him about how I love this book, da, da, da. He then said okay I will read it.	Pg. 1(17)	• Resistant to adult (teacher) choosing books
And I said well, look I'll read the first chapter to you and I started reading the first chapter and he was hooked.	Pg.2(18)	• Being adaptive worked • Being persistent about reading worked • Relationship between teacher matters

		• Persuasion increased motivation to read • Relationship can be a motivator • Emotional containment about learning • Familiarity of the book is key • Familiarity increases confidence in reading
And if you look at his sheets he's loved every single session with that book. So I talked to him about it, I said do you know, this was one -- do you remember crying about me choosing you a book because you didn't want to? I said, do you remember saying I don't want to read Wolf Brother, no, it doesn't look fun, it doesn't look good because there's no pictures in these books? But that's where we still are.	Pg.2(19)	• Choosing appropriate text aids engagement in reading
We still are reading Wolf Brother together, but what we do is we share the reading a bit like a parent would and he feels very comfortable in that. He likes being read to as well as reading to. Yeah, Pupil A's -- Pupil A's enjoyed the sessions I believe.	Pg.2(20)	• Enjoyment of reading (pupil) • New experience in the way of reading led to enjoyment.
Interviewer: How's it like for you? I enjoyed. As I say I really enjoyed the sessions for me because it was interesting to see how he chose books.	Pg.2(21)	• Satisfaction in pupil's engagement with reading is key.
And actually he's understanding of why he was the choosing books. So, you know, if you say to him, so why did you choose that book? Because we always looked at the cover, we always looked at the cover rather than looked at the blurb which things is going to happen in this book, you know, dah, dah, all of that stuff.	Pg.2(22)	• Clear goal for reading (pupil)

We always did, after we'd read the book I quite liked the next session because we always recapped it.	Pg.2(23) Pg.2(24)	• Importance of plenary • Summarising reading is key for teacher.
Did the Speed Read, recapped what we had read from the previous books because they were short, they were one session books and I think that's what he liked. It was, like, finished, done, gone. Whereas now he seems to have that strength of resilience actually that he now wants to read a book that is no pictures, quite long, it's quite a long paperback and I'm loving it because I love that story. Yeah, I enjoyed working with Pupil A anyways. He's just a great kid to work with.	Pg.2(25)	• Enjoyment of teaching and learning process.
He's moody sometimes not necessarily about his reading just something that's happened to him in the day so we have to clear that out of his way first so he comes in, eats and drinks and then he's ready to start.	Pg.2(26)	• Impact of mentoring.
So yeah, I have enjoyed it, I have enjoyed it an in fact I'm not going to stop, I'm going to continue with the same process for him because I've seen with Speed Read for example, that competition in himself, he's quite enjoyed that.	Pg.2(27)	• Enjoyment of teaching • Positive impact of the intervention • Choosing to continue beyond the 12 weeks of the intervention.
The repeating of -- the repeating of sort of like the story, summarizing the story, he's got better and better at doing that. He's picking out the main points more because we obviously talked around the sort of main points within it.	Pg.2(28)	• Progress in using metacognitive strategies whilst reading.
So he's actually picking those out better himself. And the other thing was I also found some little misconceptions that he kind of -- he'd found for himself, you know, through the time that he's been -- taught at school. For example, we talked about if you can't read a word, go back and read the sentence. But he said, no, no go back and read the whole paragraph. Well, that's gonna slow him down	Pg.2(29)	• Pupil developing metacognitive skills • Pupil improving in reading comprehension skills • Pupil showing understanding of how to read for meaning.

hugely if he only needs to read a sentence. So we talked about with him and he's -- I talked about how, you know, sometimes you could read the whole paragraph if it's not very long, but also you can just get the gist of that word sometimes just from the sentence. So that was a misconception I think that cleared up with him.		• Support with improving vocabulary skills
So we talked about with him and he's -- I talked about how, you know, sometimes you could read the whole paragraph if it's not very long, but also you can just get the gist of that word sometimes just from the sentence. So that was a misconception I think that cleared up with him.	Pg.2(30)	• Clarification gained through being metacognitive.
Interviewer: From your experience of the reading intervention, what worked well? What worked well with him was initially letting him choose the books himself. I think if I had gone in and held the case of you will read this,	Pg.2(31)	• Self-chosen books increased pupil engagement.
that's probably what I was finding a little bit with the work that I was doing with him around the text when I was doing more around SAT type of questioning which is important, but what I'm doing now rather than being written form, I'm actually do the more orally text that he's read and enjoyed reading although some of them he says he didn't -- I'm sure he did. So that for him, the choosing of his own familiar text worked because I didn't expect him to be as resistant about not wanting to read something that I gave him in book form. That was a surprise actually. And there were particularly, you know, it was, I mean, okay the Teri Jones book could look daunting size wise, but it had lots of pictures within it, great stories, you know, titles that would grab him in. But he was adamant, you know, and	Pg.2(32)	• Improvement of metacognitive discussions.

I've never seen that level of reliance and that -- that was as I say round about session 7 to 8.		
Prior to that he was happily choosing those other books	Pg.2(33)	• The right to choose a book is key.
Why did you choose that one and not that one? And often it was oh, I like this one because it's about dragons or whatever.	Pg.3(34)	• Selecting attractive books
So yeah, I think that worked well, letting him choose his texts, talking obviously around the actual title, the actual pictures on the actual covers et cetera. He talked about why he chose a book, that worked well.	Pg.2(35)	• Highlighting important features to inform book selection • Important features when selecting a book • What is important in selecting a book?
So he was kind of analysing in a way why he was actually selecting a book and maybe that's why when I actually then selected something for him, he was resilient, I don't know.	Pg.3(36)	• Pupil's awareness of planning what to read • Pupil's awareness of reasons for their interest in books.
But the fact that he's so loving Wolf Brother is great. Now, at the moment I've held onto that book and that's something we do in our sessions, but I think it's something I'm gonna send in the future with him as home and actually say can you read me -- read the chapter, next chapter and you can tell me what it's about and we're gonna get through the book quicker so that he kind of moves on that way.	Pg. 3(37)	• Continuation of learning at home is important.
So also working for him is the summarization of something, picking out those main things because it was quite -- when he first started it would be quite superficial, but it's a lot more in depth now and he actually does retain quite well the things from the stories now. He's -- I was always -- when we did the -- like the SAT stuff prior he was quite superficial, oh I don't understand. You know, it was more of I can't be bothered I think.	Pg.3(38)	• Gradual progression in comprehension skills.

. He has got the capacity and he -- to actually read the story, pick out the main points, retain them over time and then actually bring it back and have a discussion around them.	Pg.4(39)	• Increase in capacity to learn.
A lot of talking, a lot of talking went on with Pupil A during these sessions which, you know, just works with him.	Pg.4(40)	• Engaging in metacognitive talk worked.
You have to feed him though. (Laughter) You have to feed him. I -- yeah, I quite enjoyed the fact that he also and I think he enjoyed it as well that we often had -- we often laughed about the books as well.	Pg.4(41)	• Shared experience of reading • Joy of joint learning • Joy of reading with pupil.
Or we would make jokes about things or I'd make mistakes and then of course if I made mistakes he'd actually pick me up on it which he hadn't been doing prior to that.	Pg.4(42)	• Progress in identifying other's mistakes when reading in pairs.
So obviously his confidence I think was growing during that reading sessions over the period of time. He is more keen to read to me and definitely more interested. To the point now where I'd read Wolf Brother and literally follows me.	Pg. 4(43)	• Increase in confidence in reading.
He sits quite close and he just literally follows what I'm reading and if I do miss out something he tells me. (Laughter). I don't do that to him though, but --	Pg.4(44)	• Awareness of the working relationship.
so yes, so he reads, you know, I read a page and he reads a page and it's working. And I think it's seeing the pleasure that he's getting from this particular book that I'm enjoying the most because I enjoyed it. (Laughter). And he knows I love that book. So, you know, so it's about sharing experiences with him as well.	Pg.4(45)	• Shared experience increased the joy of reading.
Interviewer: Was there anything that did not work well? Me choosing his books initially. (Laughter).	Pg.4(46)	• Initial disapproval of teacher's choice of book reduced engagement • Importance of offering the pupil choice of book.

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What didn't work well? Speed Read initially, he was a bit, like, what, I've got to read this again? Yeah, but I'll set the watch then of course he's more interested in what the watch is doing at the time. Set the watch for 2 minutes and then see how much further we got when reading something in Charlie Moon which is a book that initially I wanted to offer him too for our first session. I wanted to offer that to him as a read because it's quite a good book. It's about with a magician, he's a magician and magic and things, but -- in actual fact I don't think Pupil A's into fantasy as much. Though having said that folk tales he quite enjoyed or chose for himself and he would actually say to me things like -- he would actually say can we read that one next week?	Pg.4(47)	• Difficulties in engaging with speed reading (repeated reading strategy).
So he'd actually almost select his book prior so that the next week he knew what he was gonna read. And yet when you ask him about his -- when he did his little circles around his faces he (inaudible 00:13:43), but that in itself I think it worked in a way. I'm not saying that it's as if though its negative, in actual fact I think it's a positive because he was actually making judgements about what he was reading.	Pg. 4(48)	• Enjoyment of books increased engagement • Offering pupil's choice of book increased engagement.
. What didn't work for Pupil A? No food? Yeah, he doesn't like it sometimes	Pg.4(49)	• Offering food increased engagement
the thing that he didn't particularly like and is still resilient a little bit is when you come across new words and you're trying to work out what they are, what they might mean. So we just -- I just get my phone out, put them in Google. And that drew him in a little bit more to that, but he was a bit resilient. He says I don't care what that word means, I just want to finish it and get on.	Pg.4(50)	• Encouraging pupils to searching for the meaning of words supported reading for meaning

So that probably was -- yeah, when you have to, you know, try and encourage him to make sure he's understanding newer words so he actually understands the whole text.	Pg.4(51)	• Understanding the meaning of words enables reading comprehension
Interviewer: Is there anything that could've made the reading intervention better? I think possibly what I would've liked -- it was always -- mine was always at the end of day. And I wished in a way -- so basically I had him until quarter past 4:00pm when he was picked up and there were times when I would've liked more time and I would've liked to have had more time at the end. So although I'm taking him twice a week, one of them is in the morning and that session I found was better. The second session when I did it where it was an end of day, I often felt we were rushing to get through and that didn't necessarily work particularly well. So yes, I think additional -- more flexibility in the time that I could actually spend with him would be helpful. I know it's supposed to be 30 minutes and that's what the whole process was, but with -- particularly now with Wolf Brother there's so much more we can get from it that it's developed and I think sometimes I think we yeah, we're rushing off and I have to say sorry, Pupil A, got to go. And he's like no, no, no. So just wanted -- so we tried to -- I try and egg it out. We normally finish about 20-past. (Laughter).	Pg. 4(52)	• Teacher was flexible with timing • Pupil engaged better in the morning…
Interviewer: Just to clarify did you do two half-hour sessions? Yes, the Monday session which was when he -- he used to always, he'd just be there really quickly because he missed French and he doesn't like French. So he was even willing to go longer through that session.	Pg.4(53)	• Intervention preferable to lessons • More ready to learn when missing less favourable classroom lessons.

So yes, I think Pupil A's at the stage where I think he could -- some sessions could actually just be longer for him.	Pg.4(54)	• Gauging the appropriate length of time for each session was key.
You know, and I -- because I don't actually teach, I have that facility to do that sometimes with him.	Pg.4(55)	• Importance of having the flexibility of time to deliver the sessions • Challenges of time
Interviewer: Have you noticed any changes in the pupil since starting the reading intervention? Yeah, he's more keen to read to me definitely -- definitely more interested.	Pg.4(56)	• Increase in motivation to read
He knows -- do you know what I think it is? I think it's the parts of it. It was the Speed Read. Then we'd do some recap and then we'd read and it would be -- initially, I mean it was him reading the whole book himself, but now he likes that pattern. So he likes the pattern of I start off or if he chooses he starts off, it doesn't matter. So that shared reading. I think that -- that is the change I've seen in him. He's more keen to do it certainly more than, you know, parts or sections of stories because I was only having him half an hour a week up to this time with you.	Pg.4(57)	• Structure of the intervention helped to increase pupil engagement in reading.
So he would have half an hour a week and it would be read the text, let's ask some questions. I'm not doing that anymore. I think it's helped me understand that I needed to take him back, almost back to starting to like books and love books again.	Pg.5(58)	• Intervention increased enjoyment in reading
You know, some of the books that he would be reading at home and in school, you know, he's got the capabilities to read them, but he never wanted to think about the content. He was just, you know, he'd sit there, he'd read and he would just sit there and read text	Pg.5(59)	• Importance of choosing engaging text

and that's all it was, reading text. It wasn't actually engaging, but I think now he didn't --I mean Farting Fish, yeah, he engaged with that because it was just funny. (Laughter).		
Then the fairy -- I say fairy, the folk tales after that he engaged -- he engaged gradually. Once we'd done the talking about the cover et cetera and we started to read he was fine, but I'd say as he's gone along my feeling is -- and it is my feeling, is that he's engaged more. He's more -- what's gonna happen next? And he -- I mean it's not an easy story book, Wolf Brother, the complexity of it, you know, the boy's got the wolf and dah, dah, dah and all this. It's by Michelle Paver, the book. And there's no film which is even better. So he doesn't have to link it to a film.	Pg.5(60)	• Interesting text increases engagement.
It's quite complex and the emotional side of it is quite -- it's asking quite a lot of empathy and I think that is what I've probably seen increase in him.	Pg.5(61)	• Pupil showed deeper understanding of text
Is his ability to actually have empathy with the character in the book which I think is good. Which I didn't see prior because then -- because I wasn't reading texts which were demanding that. They were just bland SAT text type text. So text is massively important with Pupil A I think. It's not a -- he's not a resistant reader. Okay. Yeah.	Pg.5(62)	• Importance of choosing appropriate text
Interviewer: A large part of the intervention was focused on the use of metacognitive strategies (metacognitive talk, probing questions and reciprocal teaching). How do you think this helps/helped the child? I think by me actually modelling it, by me asking myself a question, oh do you know, what Pupil A, I wonder -- I wonder why that person felt that they had to go and do this et cetera, et cetera. So I kind of	Pg.5(63)	• Modelling appropriate metacognition skills helped • Modelling appropriate strategies to pupil was helpful

asked it to myself, but using his name. And then I would come up with something that might be right, might be completely off board and that would be our conversation around that so I felt that helped him, the fact that it was me, my asking myself a question, I was kind of modelling it and not always getting it right. Sometimes being right off beam, but then he would say, well no, don't forget. And so he was starting to draw on the story, but in a natural way and it was -- I think it was the shared aspect of it that made a big difference with him on that. The summarisation, he just got better and better at that. And with Wolf Brother he's able to actually tell you far more about the story. Sometimes we have flip through and just have a quick look and sort of pick out odd bits of it like Torak the names and things aren't always clear for him, but I think that has helped him, I've realised with Pupil A, modelling helps, yeah. I was kind of thinking my processes through out loud and then he -- he started to think his processes through. He was almost like -- almost like mirroring what I was doing, but at his level. Yeah, so I think that helped. I think the Speed Read did help him because I think that actually helped -- because initially when I was starting I was actually running my finger across the words. But I think what helps -- and I've been doing it with another child actually since and I think what's happening with that is -- if their eyes are actually following the text fast enough for their mouths and brain working together, but I don't do that with Pupil A now. So I think the Speed Read has helped his eye-line connection. So he's actually connecting better with actually following the text rather than losing himself. And I actually, I'm doing that with a girl as well currently and it's helping her in the same way.

So I do Speed Read, but again, I compartmentalise early learning as well into sort of Speed Read then we do this, then we do this. So what I'm gonna do with Pupil A now or number 1, sorry, what I'm gonna do with him now is still do the Speed Read, still do the read -- the shared read and the metacognitive stuff of thinking and modelling -- modelling the --	Pg.5(64)	• Reading text repeatedly at a certain pace
because also did it with the summarisation because when he would summarise at a lower level, in sort of a -- sort of superficial level I kind of tried to take it a little bit deeper. Pupil A is quite black and white thinking and I think that -- that's changing for him. That's changing! He is starting to, like, have more empathy with the character and actually commit to that characters, you know, relationship in way with them.	Pg.5(65)	• Pupil increased in summarising text which helped to improve comprehension skills. • Clarifying aspect of…
Which is what reading's about is that connections. And I don't think he was having -- certainly in the reading I was doing with him before he was making those connections.	Pg.5(66)	• Pupil was not previously making connections with texts
So I think by me saying, you know, my golly, you know, Torak must be so fearful, why do you think he would be feeling this way? And then because then he'd pick out the bits within the story of why he would be feeling fearful and he's kind I think, you know, and it's about a young boy and he's, you know, I think yes, so that he's -- that has helped him. But I think he's also helped me because I've -- I've realised with Pupil A and with this girl as well that sometimes I think it's we sit them down and we expect them to do like, you know, read the book. We ask -- we ask them all the questions, it's how you ask the question that makes the difference of, you know, by you modelling it by asking the question to yourself and them picking it up and they tune into it, yeah.	Pg.5(67)	• Teacher's metacognitive skills influenced pupil to develop such skills

Well, yeah, I'm gonna carry on with it with Pupil A. He's actually having maths tuition now with his -- with head of year so I haven't go to worry about that, but I think I'm hoping that with Pupil A continuing to do the reading with me for the hour, half and half again, in the same format I might take him – obviously I might let him finish off Wolf Brother some of it on his own and then bring me and tell me what's happened so I know, try other sorts of text with him, but I think I just want him to continue to have that interest. Interestingly enough Pupil A doesn't want to take the book home currently because I think ---- and I don't know whether that's because he enjoys that shared read with me. I don't know whether if I was to ask the people at home, I wonder if they would also do that shared read and that's a question I'm gonna ask of them because he seems to be enjoying it.	Pg.5(68)	• Repeated reading strategy helped with keeping track of reading.
Which is what reading's about, it is that connections. And I don't think he was having -- certainly in the reading I was doing with him, was making those connections.	Pg.6(69)	• Progress in pupil's thinking and comprehension skills
So I think by me saying, you know, my golly, you know, Torak must be so fearful, why do you think he would be feeling this way? And then because then he'd pick out the bits within the story of why he would be feeling fearful and he's kind I think, you know, and it's about a young boy and he's, you know, I think yes, so that he's -- that has helped him. But I think he's also helped me because I've -- I've realised with Pupil A and with this girl as well that sometimes I think it's we sit them down and we expect them to do like, you know, read the book.	Pg.6(70)	• Metacognitive talk helped with understanding of stories.
We ask -- we ask them all the questions, it's how you ask the question that makes the difference of, you know, by you modelling it	Pg.6(71)	• Reflections on the usefulness of probing questions.

by asking the question to yourself and them picking it up and they tune into it, yeah.		
Interviewer: Any other comments? Well, yeah, I'm gonna carry on with it with Pupil A. He's actually having maths tuition now with his -- with head of year so I haven't go to worry about that, but I think I'm hoping that with Pupil A continuing to do the reading with me for the hour, half and half again, in the same format I might take him – obviously I might let him finish off Wolf Brother some of it on his own and then bring me and tell me what's happened so I know, try other sorts of text with him, but I think I just want him to continue to have that interest.	Pg.6(72)	• Teacher plans to continue the reading intervention after the 12 weeks.
Interestingly enough he doesn't want to take the book home currently because I think -- and I don't know whether that's because he enjoys that shared read with me. I don't know whether, you know, that shared read -- if I was to ask the people who… at home, I wonder if they would also do that shared read and that's a question I'm gonna ask of them because he seems to be enjoying it.	Pg.6(73)	• Disengagement with reading at home • Refusing to take books to read at home
Interviewer: Can I just clarify, when you say shared reading, what are you referring to? Yeah, where I -- where sometimes I -- when I say shared reading I mean it's obviously shared in the questions you ask et cetera and using reciprocal teaching strategy. Also he takes sometimes the reading and I take sometimes the reading. So it's that kind of more of -- yeah, I'd call it shared reading. It's where we're sharing the same text and talking about the emotions and things and all of the bits within the story and how would you feel and oh it's making me feel a bit 'ooh' inside because it was quite nasty some parts. You	Pg.6(74)	• Shared reading is useful • Emotional connection with the story supports engagement

know, but -- and that kind of thing. So I was responding emotionally to it.		
So it is kind of shared, but it's also me reading to him and I'm interested to find out if he would eventually take that book home and do that shared, you know, I read a page, you read a page -- I read a page, you read a page, that kind of thing and also in the questioning.	Pg.6(75)	• Pupil requires encouragement to read at home • Additional support with reading at home will be helpful. • Reading at home is challenging • Requiring encouragement to read at home • Engagement with metacognitive strategies at home is useful.
And I wonder whether this -- I don't know whether the carers have had the opportunity to have training around how they can have more shared experiences with the child that they're looking after around the -- whether they've actually seen that technique modelled and just how you can actually ask him things, you know, talking about how they, you know, just how they can actually ask things themselves. Not just, like, so what word tells me? Which is kind of what SATs do. What word tells you that so and so is feeling unhappy? It's more about -- it's more about you showing that emotion. So it's almost like you're actually acting the emotion so that they can feel it within the text itself. If that makes sense.	Pg.6(76)	• Importance of training carers to use metacognitive strategies whilst reading with LAC.
It's got to be something that's got to be almost like lived and breathed. So maybe what I would do for further research, this is what I'm gonna right up is to take that bit --	Pg.7(77)	• The intervention is more preferable rather than using exam style (SATs) techniques • Consistency between home and school is key.

It's the emotional side that he's able to start to connect with. I mean there still some way to go obviously, but he's starting to make more emotional connections actually within the story and that is important because what is a read? It's when you become part of that world. You're not just reading text are you? You actually are -- you enter the world of Torak.	Pg.8(78)	• Emotional connections with stories is key for developing comprehension skills.
I think possibly it's the type of choice of books that he was making. I think possibly it was the fact that, you know, they look at what their peers are reading. I've got a girl at the moment who goes and picks up Goth Girl. Well, she's nowhere near able to read to Goth Girl.	Pg.8(79)	• Selecting appropriate books matters • Selecting books pitched at the right level is key.
Because it's such subtle humour and she hasn't got it. I don't know whether it's the kind of text we've actually offered him in school and, you know, there's all sort of elements. It could be what we've offered him because he's now, you know, we have been -- he's basically been pushed to just make sure they are SAT ready at times which isn't good. And it's about -- a kind of analysis can sometimes happen in school is more about, so tell me what that word means, tell me what that word, what skills did you --	Pg.8(80)	• Scaffolding thinking helped with clarification of unfamiliar words • Importance of clarifying the skills and process of reading for meaning.
because we would take -- I often used to talk about what skills he used to unpick a word and he'd normally get it fine.	Pg.8(81)	• Importance of engaging in metacognitive talk • Exploring the required skills for unpicking words was key.
So we would use -- he would be able to use those skills, but he had those skills already and they're not something I've had to teach him. He had his phonics, he had his, you know, everything, but what he was doing, he thought he had to read the whole paragraph which was obviously going to slow him down enormously.	Pg.8(82)	• The intervention went beyond the use of phonics.
Yeah, so yeah, it's definitely for me it feels to me that there's more emotional links he's making with the text which is good in some	Pg.8(83)	• Improvements in understanding stories.

ways because with Pupil A it might be later. That could be a way therapeutic wise to linking with text that can actually unpick things for him.		• Teacher became more metacognitive
And, you know, particularly because he's got things in the future coming up. And I think also the fact I've had him two years doing tuition. And all of a sudden it's changed, it might just be me that actually changed what we're doing, hey?	Pg.8(84)	• This intervention is preferred than previously used techniques to improving read comprehension skills.
Made me think about him far deeper which is, you know, a shocker really when you think about it because you're so used to doing -- but it was only half an hour then and I was doing Maths and a bit of this and a bit of that because that's kind of what was expected at the time…	Pg.8(85)	• Teacher understood the reading needs of the pupil better.
…but I'm most 100 percent between now and him leaving this school he's doing these sessions, I think I just want him to continue to have interest.	Pg.8(86)	• The intervention was highly valued • Intervention will continue after 12 weeks.

Case D
Note: Yellow = codes generated from LAC's transcripts, orange = codes generated from carer's transcripts and pink = codes generated from teacher's transcripts

Transcript: The child's responses are written in black.	Extract no.	Initial code
Interviewer: Can you tell me about the kind of things you did in your extra English lessons? In my extra English lessons, we have learned doing lots of important reading. Interviewer: What did you learn from your extra English lessons? We learned how to think of questions in the story and to predict the story. Interviewer: Anything else? Oh, and finding out big words.	Pg.1(1)	• Structure of the programme • Learning about using metacognitive strategies.
Interviewer: Did you enjoy your extra English lessons? I found it really interesting and fun to answer questions in the story. Interviewer: Can you tell me anything else that you enjoyed?	Pg.1(2)	• Enjoyment of using metacognitive strategies. • Predicting and clarifying the meaning of words helps to answer questions.

I enjoyed predicting and learning different big words.		
Interviewer: Was there anything that you did not like? No.	Pg.1(3)	• Complete enjoyment of the intervention.
Interviewer: Was there anything that you did not like? Do you think the extra English lessons helped with your reading? Yes, a lot.	Pg.1(4)	• Intervention was extremely helpful.
Interviewer: Do you think the extra English lessons helped with your work in class? How? It helped by me learning how to read more stuff…	Pg.1(5)	• Increase in reading complex text.
Interviewer: Do you think the extra English lessons helped with your work in class? How? …for me to express myself a lot.	Pg.1(6)	• Improvements in expressive language skills.
Interviewer: Do you think the extra English lessons helped with your work in class? How? Yes, I do. They really helped me to learn different things about English	Pg.1(7)	• Transfer of learning to class.

Transcript: The carer's responses are written in black.	Extract no.	Initial code
Interviewer: So your child recently took part in a reading intervention at school with Mrs X. Did your child talk to you about this?	Pg.1(1)	• Limited sharing of information about the intervention.

Not a huge amount. I would talk to Pupil D after she came out, she was, it's okay, but not…she wasn't effervescent about it. She didn't say a lot about it.		
Interviewer: Did the school share any details of the reading intervention and strategies with you? D mentioned pretty much that it was an intervention and that it was there to help her, to read in a more strategic way to understand a little bit more about her reading…so it was explained to me what the intervention was, yeah.	Pg. 1(2)	• Brief details of the intervention were provided.
Interviewer: Did they share any strategies with you? If so, what? No, they didn't, no strategies were not shared.	Pg.1(3)	• Strategies were not shared between school and home.
Interviewer: Do you read with your child or to? We read every single day, we sometimes read two. Most often, she will read to us every day.	Pg.1(4)	• Engagement with reading at home.
Interviewer: Over the course of the reading intervention, did you notice any difference in your child's approach to reading? Not necessarily her approach, what I did notice was Pupil D was eager to read, she's more excited about reading and she's getting a little bit more from it …	Pg.1(5)	• Increase in motivation to read.
Interviewer: Over the course of the reading intervention, did you notice any difference in your child's approach to reading?	Pg.1(6)	• Pupil is now reading for pleasure • Increase in enjoyment of reading at home.

During evenings she has some quiet time upstairs before she goes to bed because that can be a challenging time within itself when you've had a background that's challenging. And, so recently, instead of mucking around and being challenging, more often she was reading other books that she's got a bit more engrossed in. That's something I've noticed.		• Increase in motivation to read reduced challenges with bedtime
Interviewer: Did the reading intervention have an impact on your child? If so, what impacts do you feel? Yeah, well, I think what I've just said, the fact that she's trying very much harder to…	Pg.1(7)	• Increase in engagement in reading.
As I said she's more excited about reading and she's getting a little bit more from it.	Pg. 1(8)	• More enthusiastic about reading • Reading more for meaning • More tenacious in working to improve reading skills.

Transcript: The teacher's responses are written in black.	Extract no.	Initial code
Interviewer: What was the experience of offering the one to one sessions like for you? For me, it was really positive. I'd never taken part in a reciprocal reading approach before, so I've learned lots about it myself which I've used with [Pupil D]	Pg.1(1)	• Engagement of teaching and learning process.

I've never done a reciprocal reading style approach before. It really allowed to think about how we unpack how children read and think about a LAC child [e.g. Pupil D], how sometimes the skills that she lacks, how we can plug those gaps to help approach text.	Pg. 1(2)	• Reciprocal teaching is a useful strategy for developing reading comprehension skills.
So I've enjoyed it as well as getting to know the child a bit better it's been a positive thing for me… having the one-to-one time with her and gauging as much as I could about her previous experiences with reading and learning new skills and moving forward. It was really enjoyable time.	Pg.1(3)	• Building a teacher/child relationship was a key element • Improvements in relationship with the child • Enjoyment of one-to-one sessions.
Interviewer: From your experience of the reading intervention, what worked well? Okay, what worked well was that it was one to one. And so I was instantly able to change *tack* and differentiate for her based on her needs. It was, she's somebody who can sometimes be very influenced on what she thinks she likes, what she doesn't like…	Pg.1(4)	• Usefulness of a one-to-one intervention • One-to-one support allowed the intervention to be personalised.
Where I was able to choose texts that were tailored for Pupil D, it meant that she was interested more in what we were doing so that worked really well. And the regularity of the sessions I think was nice...	Pg.1(5)	• Choosing appropriate text aided engagement.
So she knew that every Tuesday we would read together and so therefore it was almost like, "Oh, what are we going to do tomorrow?" And there was a bit of excitement involved in that. So I think that works really…	Pg.1(6)	• Increase of motivation to read • Increase in the enthusiasm to read • Frequency of sessions were helpful.

…really…having the same sort of structured sort of meta-cognitive questions each week…	Pg.1(7)	• Meta-cognitive questions were useful to develop read comprehension skills.
…having the same structure of each session, that familiarity really helped her because she was able to, after we've done if for so many week, she knew what was coming up…	Pg. 1(8)	• Structure of the programme was helpful.
…so naturally, she then started to do that herself which was good. So yeah, there were lots and lots of positives which is a good thing.	Pg.1(9)	• Pupil became meta-cognitive • Pupil used probing questions without prompting.
Interviewer: Was there anything that did not work well? So I had the option of doing two shorter sessions or one longer session because of timetabling, I went for the one longer session. Although that for Pupil D was quite challenging at times for an hour to sustain concentration was quite challenging. So I think if I was to do it again, I would probably do shorter 30-minute sessions.	Pg.1(10)	• Concerns around duration of each session. • Difficulties with sustaining concentration in one-hour sessions.
Sometimes Pupil D's behaviour can be a bit turbulent. Sometimes she can have her emotional days at school. And my sessions were always after school on Tuesday and so she would have to do a whole day at school first, cope with the nature of that and then come and read with me. And sometimes because of her sort of emotional instability that would then impact a little bit in the start of our session.	Pg.1(11)	• Reduced capacity to learn when pupil is distressed • Emotional difficulties impacted pupil's capacity to learn.
I would have to do a lot of work to get her interested and engaged.	Pg.1(12)	• Mentoring supported pupil engagement.
I think that's probably partly to do with who she is as a person rather than the nature of the structure or the scheme. Is it scheme? Nature of	Pg.1(13)	• Difficulties to manage emotions impacted pupil engagement.

the program. But yeah, they were my only two sort of downsides that were I think.		
Interviewer: You mentioned that you had to do a lot of supporting before your sessions started. Can you tell me a bit more about that? Yes so if [Pupil D] had a poor day at school so she naturally, she doesn't spend a lot of time in a classroom some days. She can be very turbulent.	Pg.2(14)	• Impact of emotion on learning in class.
Interviewer: You mentioned that you had to do a lot of supporting before your sessions started. Can you tell me a bit more about that? She can fall out with other children very easily….	Pg.2(15)	• Friendship difficulties impact on learning.
…she needs a lot of support to help her engage in her learning. If she's had quite a rough day and she has to have a lot of support because she's finding it quite difficult, by the time she came to read with me at half past three, she was almost a bit disconnected, don't really want to do this. She was quite tired from the day.	Pg.2(16)	• Mentoring supported pupil engagement.
So I had to get her going a lot particularly at the beginning modelling questions, really sort of poking her and prodding her to get going. But at the first few weeks, she was able to engage with it better because she knew what to expect so yeah.	Pg.2(17)	• Positive impact of modelling
Interviewer: Is there anything that could have made a reading intervention better? Only what I'm saying there just perhaps next time I would, knowing her more now I would go for the shorter sessions but that would be my only thing I would change to make it better next time.	Pg.2(18)	• Concerns about the duration of each session.

Interviewer: Have you noticed any changes in the pupil since starting the reading intervention? Can you tell me about this? I can. I can. So obviously I've been doing one to one reading inspection with [Pupil D] now across the 12 weeks. And sometimes in those sessions where it's one to one, it's very difficult often to see the progress because it's very one to one. You sort of question whether or not you're scaffolding a lot, or if you're structuring, she's naturally doing that. So, the biggest difference I've noticed is her participation in the whole class reading lessons…	Pg.2(19)	• Transfer of learning from one-to-one to classroom.
…whereas sometimes she would be someone who perhaps would be quite quiet, wouldn't really know what to say, couldn't really approach text. For example, this morning when we were reading the next chapter of our whole class book and we were thinking about questions we might ask the character, what they might respond with, she had her hand up maybe three or four times this morning, loads, she's suggested ideas….	Pg.2(20)	• Increase in confidence to answer questions in the classroom.
…and although she had her one to one support with her, they were coming from her…	Pg.2(21)	• Increase in independence • Pupil is less dependent on the teaching assistant.
But she's fantastic because when I first met here at the beginning of the year that was just a really hard task because it was just words on the page. It was confusing. Yeah, she didn't understand what some vocabulary would mean. But actually, now she's able to do that…	Pg.2(22)	• Increase in the understanding of the meaning of words • Improvements in vocabulary knowledge.
…and I think funnily enough this morning was a great example of that. She was hand up, and she was writing down. And she was great.	Pg.2(23)	• Increase in confidence of the classroom.
Yes, I do think they had an impact which is good. Double thumbs up.	Pg.2(24)	• The intervention had a positive impact on pupil's approach to reading.

  So the meta cognitive strategies, I use the language of that a lot although I don't, sometimes she would that pick that up in our conversations and she would then model that back over a period of weeks.	Pg.2(25)	• Pupil developed meta-cognitive vocabulary.
But I think the biggest impact was the use of the reciprocal reading strategy approach. So saying, you do statements like, I wonder what will happen next. What do you think, what do you predict might happen next? And those kind of phrases using the word clarify. Can we find out what that means? She began to do a lot of in our sessions.	Pg.2(26)	• Pupil became meta-cognitive whilst reading through clarifying the meaning of words and predicting the storyline.
So I think that modelling over that period of time with an adult one to one has then meant that when we do it in classes or group or we do as a whole class, she's able to pick that up and she's thinking, "Okay I know what that word means." And she naturally does that as a cycle if that makes sense, that prediction and clarification questions summarised she's picked that up which has been really positive.	Pg.2(27)	• Modelling helped to scaffold pupil's thinking • Pupil used meta-cognitive skills in the classroom.
Yeah and meta cognitive stuff things like monitoring how can we be organised and things like that. I think she still saw that as a very instructional thing. So, me, even though I wasn't instructing her she felt that was a very instructional activity.	Pg.3(28)	• Difficulties with grasping the concept of planning and monitoring learning (pupil)
But definitely that reciprocal reading approach and using that word and using that to unpack what you're reading I think has really, really helped her. And I've seen that in a group setting that we do in class and also as a whole class so yeah.	Pg.3(29)	• Positive impact of reciprocal teaching strategy.

		• Meta-cognitive processes were useful in developing reading comprehension skills
  Just that I feel like it's been a really positive thing for both of us to do. The meta-cognitive stuff I think has been really interesting for me. And the reciprocal stuff, I think Pupil D has really picked up on which is positive…	Pg.3(30)	• Positive views of the intervention.
…and I now do reciprocal reading as a group every day in my class across the whole week. And I use that strategy as well as a whole class too...	Pg.3(31)	• Additional whole class approach • Use of reciprocal reading in class • Pupil made use of meta-cognitive strategies in class.
…so it's great for her consistency because she's had one to one, as a group and as a whole class. And I think that has just really helped her.	Pg.3(32)	• Consistency across one-to-one and classroom teaching is helpful. • Consistent use of meta-cognitive strategies is key.
I think her confidence with reading has improved.	Pg.3(33)	• Increase in confidence as a reader.
I think she wants to read more which is good.	Pg.3(34)	• Increase in motivation to read.
And I think we'll continue not as a one to one project but definitely as a small group focus so she can keep flourishing with it really so yeah. They were my comments.	Pg.3(35)	• The decision to continue the intervention beyond the 12 weeks.
I think if you were to, when I think about who Pupil D is, she's had an awful lot of trauma in her life from a very young age. And that's only really sort of ended for her maybe two years ago. So for Pupil D just	Pg.3(36)	• Reduced sense of belonging at school.

looking at her like belonging activity where she, you can see she lacks confidence. She has very poor self-esteem. She's not sure about a lot of stuff. And so for her, this is all I've known.		
I think if you were to, when I think about who Pupil D is, she's had an awful lot of trauma in her life from a very young age. And that's only really sort of ended for her maybe two years ago. So for Pupil D just looking at her like belonging activity where she, you can see she lacks confidence. She has very poor self-esteem. She's not sure about a lot of stuff. And so for her, this is all I've known. And so when she comes to read a book like one of the books that we've read and there was a chapter in one of the books. It was about the sheep pig and about Babe the pig coming to live at the foster mums with the dog and the other puppies had gone to live at their new farms and had left. So much came out of her about her emotional wellbeing and about her own experiences, that she attached to the text herself. So, whereas I've read it and thought it, Pupil D will think. Oh, okay so that's similar. That's a similarity there. It, sort of, opened up a lot of stuff for her and it was almost like therapy because it was talking about what happened. So, I'll be interested to see if I was to run this one to one with a non-lack child if the impact would be greater or lesser or the same really because I think she's quite unique child. A lack child sometimes if they had a lot of trauma in their life and… yeah. Just looking at some of these things, it's really, really interesting to think about, yeah. Sorry that's not what (Overlapping Conversation) but at least you get….	Pg.3(37)	• The impact of making emotional connections with books (characters of storyline).
I think she finds school challenging anyway because of the academic stuff but….	Pg.3(38)	• School experience is challenging at times.
I would say when she was in class there is and she's feeling happy then there is, like this morning the example, she was quiet.	Pg.3(39)	• Inconsistent feelings of happiness in school.

An hour and 15 minutes she did in class, she did the whole activity I asked her to do, had her hand up, she was taking part. It was a positive thing so yeah. Interesting. She's a very fascinating child so yeah (Laughter). Okay, great.	Pg.3(40)	• Increase in participation in class.

Continuation of Appendix M: Candidate themes showing selected associated codes for case A

Note: Yellow = codes generated from LAC's transcripts, orange = codes generated from carer's transcripts and pink = codes generated from teacher's transcripts

Candidate Themes											
1.1 Communication between home and school	1.2 Usefulness of the intervention	1.3 Engagement with reading at home	1.4 Contributing factors that impacts engagement with reading	1.5 Increase in reader confidence/ increase in motivation to read	1.6 Development of comprehension skills	1.7 Useful Strategies	1.8 Impact of relationships on learning	1.9 Metacognitive processes whilst reading	1.10 Enjoyment for reading	1.11 Issues surrounding timing of the intervention	1.12 Miscellaneous codes
Codes associated with the candidate themes											
	Additional time to read was useful				Comprehension skills were learned	Clarifying the meaning of words		Reflection of learning experience	Complete enjoyment of the intervention		Structure of the intervention
					Helpful experience in learning to develop reading comprehen	Repeated reading was helpful		Making predictions increased enjoyment in reading	Rewarding experience whilst reading		

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					sion and fluency skills						
					Transfer of learning to classroom	Improvements in reading fluency		Enjoyment in using metacognitive strategies whilst reading	Enjoyment of reading		
						Summarising, and predicting, strategy was used to recall the content of stories		Awareness of the impact of clarifying meaning of words			
						Practising strategies to answer comprehension questions		Learning to clarify words was helpful whilst reading			
						Increased understanding of words		Learning of metacognition strategies/processes whilst reading			
						Awareness of strengths					
Lack of communication with school	Acknowledge of support	Reading at home is challenging	Reduced concentration skills impact on			Guidance and reassurance is key	Challenges with the relations		Enjoyment of books	Issues with timing of the	Inconsistent reading outcomes

	given by school		comprehension skills			to support reading skills	hip with school - pg. 1(2), 2(16)			intervention	
Limited information about the intervention was provided	Intervention was somewhat helpful	Inconsistent use of appropriate vocabulary and reading outcomes at home	Reduced concentration impacts reading			Importance of receiving support	Mismatch between school's view and his skills (social) pg. 2(16)				Limited recall of learning experience (pupil)
Challenges with relationship with school		Reading skills are inconsistent	Memory difficulties affects concentration skills			Support is required to sustain learning	Difficulties with friendships				Frustration with the school's approach to understanding child's learning needs
Structure of the school supports pupil's reading skills			Impact of diagnosis on reading skills			Offering opportunities	Social difficulties impacting sense of belonging with his peers				Importance of understanding learning needs
Memory difficulties affects			ADHD impacting on pupil's			Importance of praising	Frustration surroundi				Child presents differently

concentration skills			concentration skills whilst reading			pupil's effort	ng assessment and diagrams p.g. 1(2)				in school than he does at home
			Word findings and tracking difficulties impacts discussions with pupils			Adult guidance supports reading outcomes	Sequence of events about breakdown of the relationship with school				Worries about next phase of education
			Memory concerns			Limited sharing of strategies					
			Boredom reduces pupil engagement in reading			Visual aids support with understanding text					
			Inconsistent reading outcomes due to reduced concentration skills			Monitoring reading speed helps					
			Reduced sustained interest in task completio			Helping pupil to monitor speed helps					

			n (e.g. reading)								
			Challenges with sustaining interest in activities			Chunking reading is helpful					
			Previous traumatic life experiences impacting pupil capacity to learn								
			Importance of being realistic about child's needs								
Importance of training carers to use metacognitive strategies whilst reading with LAC	The intervention was highly valued	Continuation of learning at home is important	Choosing appropriate books mattered	Increase in motivation to read	Easy for pupil to retell and understand simple stories	Repeated reading strategy helped with keeping track of reading	Teacher/ child relationship is key	Scaffolding thinking helped with clarification of unfamiliar words	Enjoyment of books increased engagement	Teacher made the choice to do two sessions	Limited previous reading opportunity
Consistency between home and	Teacher plans to continue	Requiring encouragement to	Structure of the programm	Familiarity of the	Increase in capacity to learn	Shared reading increased	Existing relations	Importance of clarifying the skills and	Offering pupil choice	Time of day is key	Reading folk tale

school is key	the reading intervention after the 12 weeks	read at home	e was useful	book is key		the monitoring of reading/learning	hips is helpful	process of reading for meaning	of book increased engagement	when delivering the intervention	books easily
	Teacher understood the reading needs of the child better	Disengagement with books at home	Difficulties in engaging with speed reading (repeated reading strategy)	Familiarity increases confidence in reading	Increase in interest in reading	The intervention went beyond the use of phonics	Relationship can be a motivator	Highlighting important features to inform book selection	Shared experience increased the joy of reading	Pupil engaged better in morning sessions	
	Continuation of the reading intervention with the use of the structure of the programme	Reading at home is challenging	Choosing interesting books increased engagement	Teacher encouragement increased pupil's motivation to read	Pupil showed deeper understand of text	Shared reading is useful to engage pupil emotionally in the text	Emotional containment about learning	What is important in selecting a book?	Rewarding experience (child)	Intervention is preferable to lessons	
	The intervention is more preferable than use exam style (SATs) techniques	Engagement with metacognitive strategies at home is useful	Increase in making predictions of stories	Increase in confidence in reading	Emotional connections with stories is key for developing comprehension skills	Reflections on the usefulness of probing questions	Progress in the working relationship between teacher and pupil	Important features when selecting a book	Rewarding experience (adult)	More ready to learn when missing less favourable classroom lessons	

	This intervention is preferred than previously used techniques to improving read comprehension skills	Pupil requires encouragement to read at home	Selecting attractive books		Gradual progression in comprehension skills	Using a strategy to improve speed of reading (repeated reading)	Impact of mentoring	Clarifying aspects of text was useful	Enjoyment of teaching and learning process – pg. 1(1), 2(25)	Gauging the appropriate length of time for each session was key	
	Teacher plans to continue the reading intervention after the 12 weeks	Additional support with reading at home will be useful	Initial disapproval of teacher's choice of books reduced engagement		Developing comprehension skills		Mentorship supports child with being ready to learn	Teacher become more metacognitive through reflection	Intervention increased enjoyment in reading	Challenges of time	
	Intervention will continue after 12 weeks		Refusal to read books chosen by teacher		Easy to recall simple stories	Reciprocal teaching strategies helped to increase comprehension skills		Clear goal for reading (child)	Satisfaction in student's engagement with reading is key	Importance of having the flexibility of time to deliver the sessions	

			Unsettled about reading books not self-chosen		Improvements in understanding stories	Offering food increased engagement		Importance of engaging in metacognitive talk	Enjoyment of teaching	Challenges with the timing of delivering the interventions	
			Importance of offering the pupil choice of books			Importance of going back to teaching the basics		Exploring the required skills for unpicking words was key	Positive impact of the intervention	Identifying the appropriate time to deliver the intervention was key	
			Self-chosen books increased pupil engagement			Modelling appropriate strategies helped		Challenges with learning new words	Choosing to continue beyond the 12 week intervention		
			Happy to read unwanted books when supported			Modelling led to progress		Encouragement to learn new words	Shared experience of reading		
			Selecting appropriat			Shared reading led to		Progress in using metacognitive	Joy of joint learning		

			e books matters			progress in reading		strategies whilst reading			
			Selecting books pitched at the right level is key			Mediation led to progress		Modelling appropriate metacognition skills helps	Joy of reading with pupil		
			Importance at choosing appropriate text			Importance of plenary		Pupil's awareness of planning what to read	Enjoyment of reading (child)		
			Accepting methods and particular routine to reading			Summarising reading is key for teacher		Pupil's awareness of reasons for their interest in books	New experience of reading led to enjoyment		
			Importance of choosing appropriate text (books)			Modelling appropriate strategies to comprehend text helped		Clarifying aspects (words) of text was useful	Enjoyment of short text		
			Resistant to adult (teacher) choosing books			Significance of chunking of text		Importance of metacognitive discussions	Significance of chunking the reading text (scaffold		

									ing thinking)		
			Being persistent and adaptive encouraged the pupil to engage			Reading short text increased engagement		Pupil developing meta-comprehension skills	Relationship between short text and increase of engagement		
			The right to choose a book is key			Helpful specific tools and resources		Pupil showing understanding of how to read for meaning			
			Pupil refusal to engage with reading at home			Helpful use of age appropriate probing questions – reflection, metacognitive process		Metacognitive talk helped with understanding of stories			
			Structure of the intervention helped to increase pupil engagem					Progress in pupil's thinking and understanding skills			

			ent in reading							
			Child responded better to picture books					Pupil is starting to think about his thinking		
			Offering range of books and giving the child a choice					Pupil used to be a literal thinker		
								Teacher's metacognitive skills influenced pupil developing such skills		
								Teacher became metacognitive through the teaching process		
								Pupil increased in summarising text which helped to improve comprehension skills		

								Progress in identifying other mistakes when reading in pairs			
								Engaging in metacognitive talk was found to be useful			
								Clarification gained through being metacognitive			

Appendix M: Candidate themes showing selected associated codes for case D
Note: Yellow = codes generated from LAC's transcripts, orange = codes generated from carer's transcripts and pink = codes generated from teacher's transcripts

Candidate Themes									
1.1 Transfer of learning to the classroom	1.2 Factors influencing engagement for reading	1.3 Increase in confidence & motivation to read	1.4 Enjoyment of reading intervention	1.5 Poor Communication between home & school	1.6 Impact of relationship	1.7 Improvements in comprehension skills	1.8 Usefulness of the intervention	1.9 Metacognitive processes for reading	1.10 Impact of timing/duration
Codes associated with the candidate themes									
Improvements in expressive language skills.			Enjoyment of using metacognitive strategies.			Increase in reading complex text.	Intervention was extremely helpful.	Learning about using metacognitive strategies.	
Transfer of learning to class.			Complete enjoyment of the intervention.					Predicting and clarifying the meaning of words helps to answer questions.	
Uncertain about exact									

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skills gained.									
Unsure of the exact skills that have been transferred to learning in class.									
	More enthusiastic about reading	Increase in motivation to read.	Increase in enjoyment of reading at home	Limited sharing of information about the intervention.		Reading more for meaning.			
		More tenacious in working to improve reading skills.	Pupil is now reading for pleasure	Brief details of the intervention were provided.		Reading for meaning increased engagement.			
			Engagement with reading at home.	Strategies were not shared between school and home.					
			Increase in motivation to read						

			reduced challenges with bedtime						
			Increase in engagement in reading.						
Transfer of learning from one-to-one to classroom.	Usefulness of a one-to-one intervention.	Increase in confidence to answer questions in the classroom.	Engagement of teaching and learning process.		Building a teacher/child relationship was a key element	Pupil made use of meta-cognitive strategies in class.	Structure of the programme was helpful.	Positive impact of reciprocal teaching strategy.	Frequency of sessions were helpful.
Increase in independence	One-to-one support allowed the intervention to be personalised.	Increase in motivation to read.	Enjoyment of one-to-one sessions.		Improvements in relationship with the child.	The impact of making emotional connections with books (characters of storyline).	Positive views of the intervention.	Difficulties with grasping the concept of planning and monitoring learning (pupil)	
Pupil is less dependent on the	Choosing appropriate text aided	Increase in confidenc			Mentoring supported pupil		The decision to continue	The intervention had a positive	Concerns around duration of

teaching assistant.	engagement. Reduced capacity to learn when pupil is distressed.	e as a reader.			engagement.		the intervention beyond the 12 weeks.	impact on pupil's approach to reading.	each session.
Increase in the understanding of the meaning of words.	Emotional difficulties impacted pupil's capacity to learn.	Increase in confidence of the classroom.						Meta-cognitive processes were useful in developing reading comprehension skills	Difficulties with sustaining concentration in one-hour sessions.
Improvements in vocabulary knowledge.	Difficulties to manage emotions impacted pupil engagement.	Increase of motivation to read.						Pupil used meta-cognitive skills in the classroom.	Concerns about the duration of each session.
Additional whole class approach.	Impact of emotion on learning in class.	Increase in the enthusiasm to read.						Positive impact of modelling.	
Use of reciprocal	Friendship difficulties							Consistency across one-	

reading in class.	impact on learning.							to-one and classroom teaching is helpful.	
Increase in participation in class.	Mentoring supported pupil engagement.							Consistent use of meta-cognitive strategies is key.	
	Reduced sense of belonging at school.							Modelling helped to scaffold pupil's thinking	
	School experience is challenging at times.							Pupil became meta-cognitive whilst reading through clarifying the meaning of words and predicting the storyline.	
	Inconsistent feelings of							Pupil developed meta-	

								cognitive vocabulary.	
	happiness in school.								
								Reciprocal teaching is a useful strategy for developing reading comprehension skills.	
								Meta-cognitive questions were useful to develop read comprehension skills.	
								Pupil became meta-cognitive	
								Pupil used probing questions without prompting.	

Between and across cases analysis/process[3]

Theme 1: Metacognitive processes supported reading

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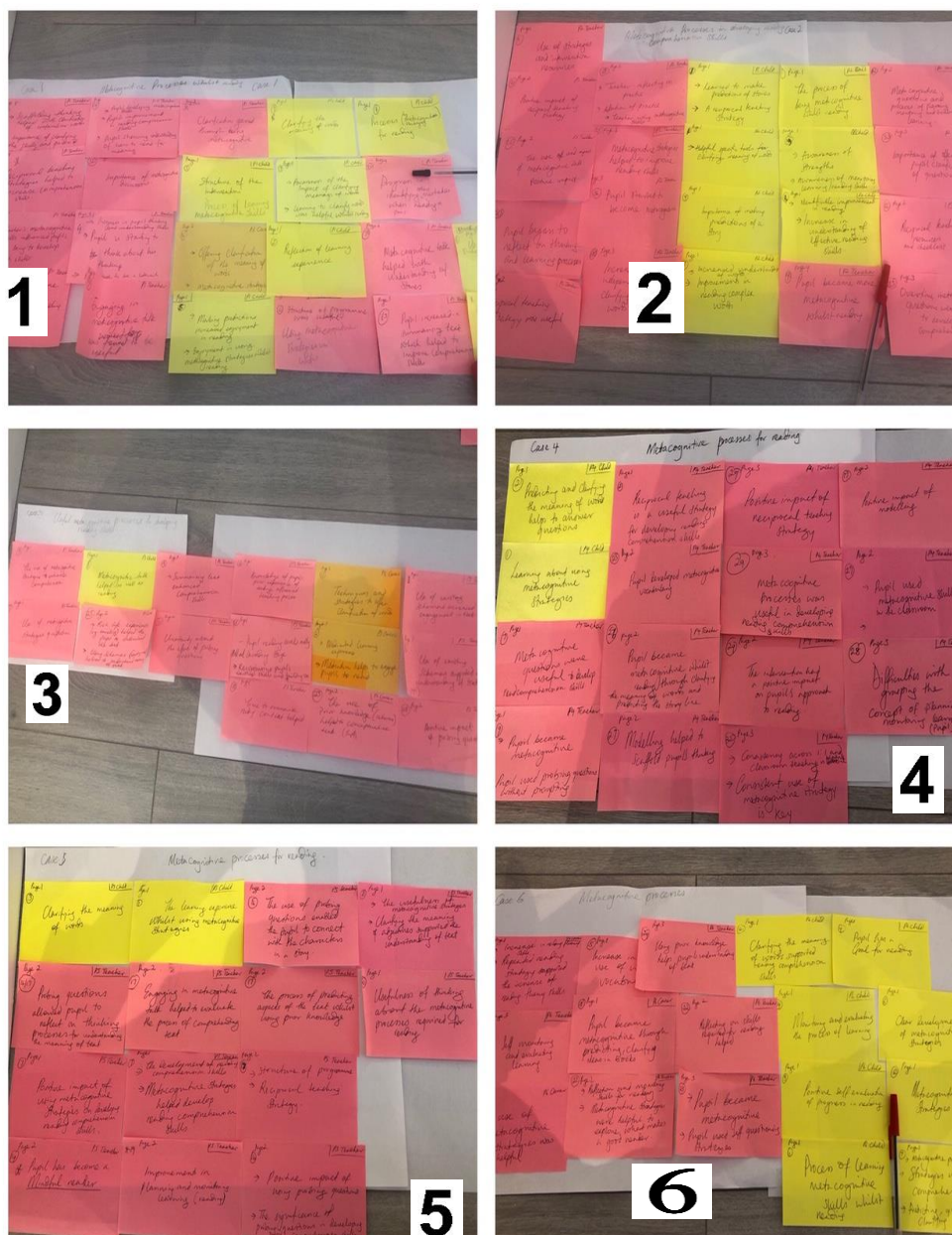
[3] The printed transcripts of the interviews with the teachers, carers, and looked after children were coded manually using colour coded highlighters and post-it notes. Codes were allocated to extracts (see example on page 266). The coloured post-it notes with codes (yellow=child, orange= carer & pink =teacher) were then collated and grouped to form the candidate themes (central organising concepts) per-case. The cases are labelled above (Case 1 to 6). The codes were moved around as often as needed to ensure they were the best fit for each candidate theme. Subsequently, subthemes (a & b) can be found here; however, the others were generated during various stages of the analysis.

Subtheme a/b: Development of comprehension skills/ transfer of skills and learning and development of vocabulary skills
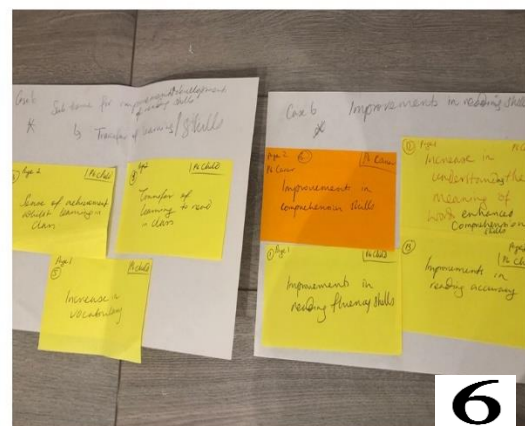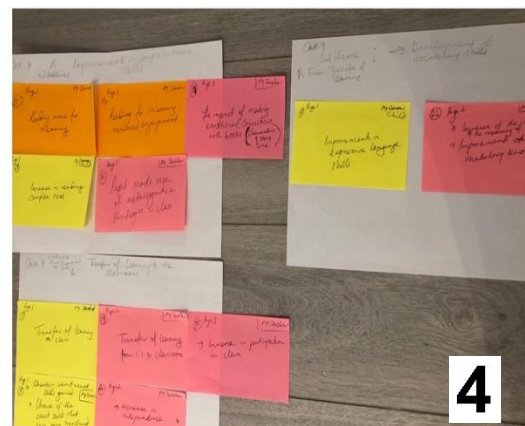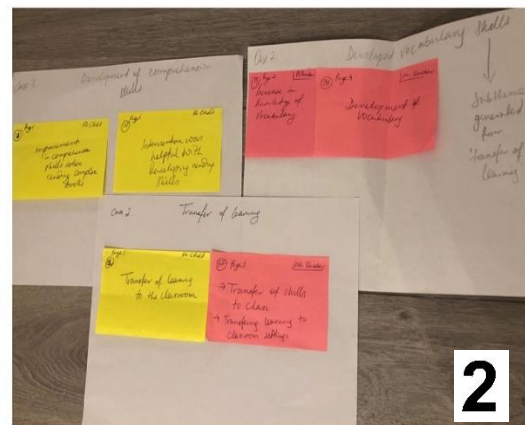
Theme 2: Useful strategies for developing reading comprehension and fluency skills

Theme 3: Increase in confidence and motivation to read

Theme 4: Enjoyment in reading

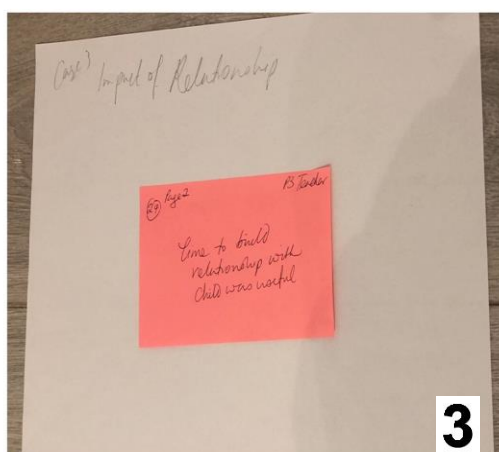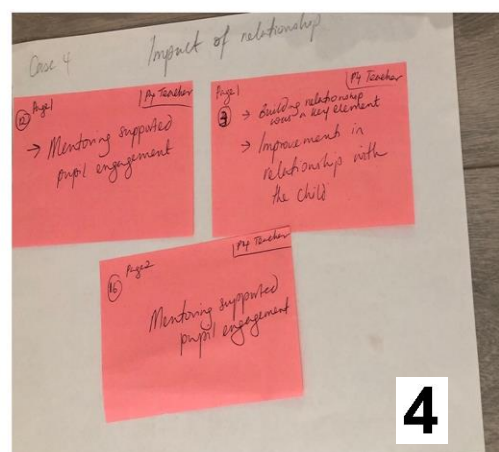## Theme 5: Impact of relationship

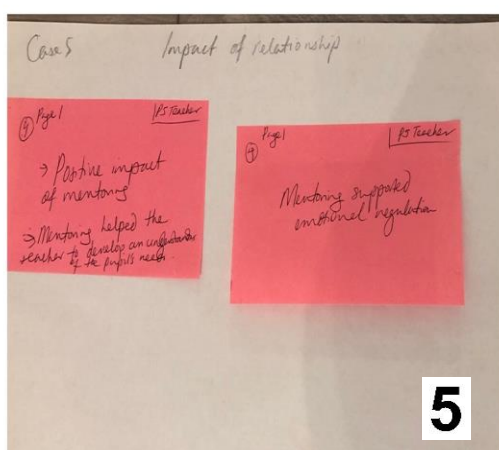# Theme 6: External factors impacted engagement with reading

Theme 7: Impact of timing of the intervention

Theme 8: Communication between home and school

Thematic map for case 1

Thematic map for case 2

Subtheme:
Emotional wellbeing impacts on learning

Theme:
External factors that impacts engagement with reading

Theme:
Enjoyment of reading and intervention

Theme:
Issues surrounding timing of the intervention

Theme:
Increase in confidence and motivation to read

Theme:
Impact of relationships on learning
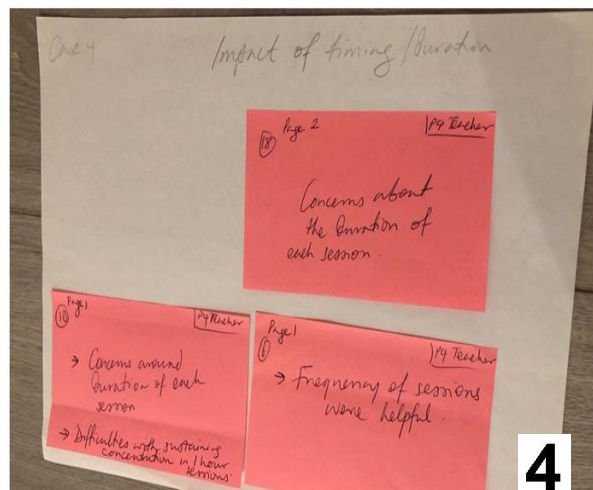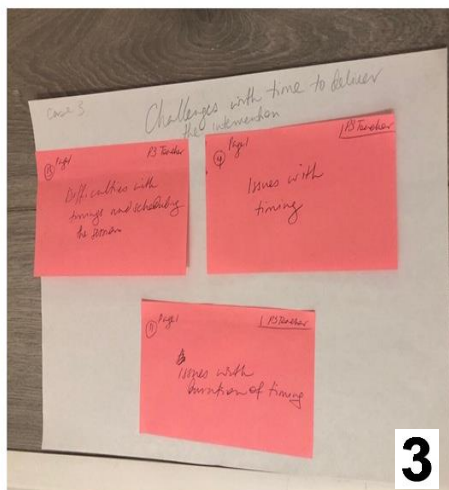
Case 2

Theme:
Communication between home and school

Theme:
Useful Strategies for developing reading comprehension and fluency skills

Theme:
Metacognitive processes supported reading

Theme:
Development of comprehension skills

Subtheme:
Positively engaging with reading

Subtheme:
Transfer of skills and learning

Subtheme:
Development of vocabulary skills

Subtheme:
Ongoing support is key to sustain learning

Subtheme:

Positively engaging with reading at home

Theme:
Enjoyment of reading and intervention

Theme:
Issues surrounding timing of the intervention

Theme:
Increase in confidence and motivation to read

Theme:
External factors that impacts engagement with reading

Theme:
Impact of relationships on learning

Case 3

Theme:
Communication between home and school

Theme:
Useful Strategies for developing reading comprehension and fluency skills

Theme:
Metacognitive processes supported reading

Theme:
Development of comprehension skills

Subtheme:

Transfer of skills and learning

Subtheme:
Development of vocabulary skills

Thematic map for case 4

Subtheme:
Engagement
with reading
at school

Subtheme:
Emotional
wellbeing
impacts on
learning

Theme:
Enjoyment of
reading and
intervention

Theme:
Impact of timing
of the
intervention

Theme:
Increase in confidence as
a reader

Theme:
External factors
that impacts
engagement with
reading

Case 5

Theme:
Impact of
relationships on
learning

Theme:
Communication
between home and
school

Theme:
Usefullness of the
intervention in
helping to develop
reading
comprehension and
fluency skills

Theme:
Metacognitive
processes
supported reading

Theme:
Development of
comprehension and
fluency skills

Subtheme:
Transfer of
skills and
learning

Subtheme:
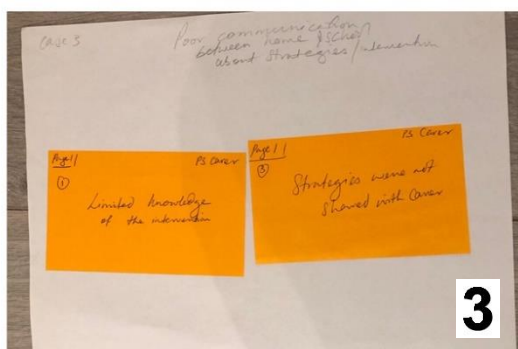Emotional wellbeing impacted on engagements

Theme:
Enjoyment of reading and intervention

Theme:
Impact of timing of the intervention

Theme:
Increase in confidence and motivation to read

Theme:
extrnal factors impacted on engagement with reading

Case 6

Theme:
Impact of relationships on learning

Theme:
Communication between home and school

Theme:
Useful Strategies for developing reading comprehension and fluency skills

Theme:
Metacognitive processes sujpported reading

Theme:
Development of comprehension and fluency skills

Subtheme:

Engagement with reading at home

Subtheme:

Transfer of skills and learning

Appendix N: META-COMPREHENSION STRATEGY INDEX

Directions: Think about what kinds of things you can do to understand a story better before, during, and after you read it. Read each of the lists of four statements and decide which one of them would help *you* the most. *There are no right answers.* It is just what *you* think would help the most. Circle the letter of the statement you choose.

I. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *before* you read it.
1. Before I begin reading, it's a good idea to
   A. See how many pages are in the story?
   B. Look up all of the big words in the dictionary
   C. Make some guesses about what I think will happen in the story
   D. Think about what has happened so far in the story
2. Before I begin reading, it's a good idea to
   A. Look at the pictures to see what the story is about
   B. Decide how long it will take me to read the story
   C. Sound out the words I don't know
   D. Check to see if the story is making sense
3. Before I begin reading, it's a good idea to
   A. Ask someone to read the story to me
   B. Read the title to see what the story is about
   C. Check to see if most of the words have long or short vowels in them
   D. Check to see if the pictures are in order and make sense
4. Before I begin reading, it's a good idea to
   A. Check to see that no pages are missing
   B. Make a list of words I'm not sure about
   C. Use the title and pictures to help me make guesses about what will happen in the story
   D. Read the last sentence so I will know how the story ends
5. Before I begin reading, it's a good idea to
   A. Decide on why I am going to read the story
   B. Use the difficult words to help me make guesses about what will happen in the story
   C. Reread some parts to see if I can figure out what is happening if things aren't making sense
   D. Ask for help with the difficult words
6. Before I begin reading, it's a good idea to
   A. Retell all of the main points that have happened so far
   B. Ask myself questions that I would like to have answered in the story
   C. Think about the meanings of the words which have more than one meaning
   D. Look through the story to find all of the words with three or more syllables
7. Before I begin reading, it's a good idea to
   A. Check to see if I have read this story before
   B. Use my questions and guesses as a reason for reading the story
   C. Make sure I can pronounce all of the words before I start
   D. Think of a better title for the story
8. Before I begin reading, it's a good idea to
   A. Think of what I already know about the things I see in the pictures
   B. See how many pages are in the story?
   C. Choose the best part of the story to read again
   D. Read the story aloud to someone

9. Before I begin reading, it's a good idea to
    A. Practice reading the story aloud
    B. Retell all of the main points to make sure I can remember the story
    C. Think of what the people in the story might be like
    D. Decide if I have enough time to read the story
10. Before I begin reading, it's a good idea to
    A. Check to see if I am understanding the story so far
    B. Check to see if the words have more than one meaning
    C. Think about where the story might be taking place
    D. List all of the important details

II. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *while* you are reading it.

11. While I am reading, it's a good idea to
    A. Read the story very slowly so that I will not miss any important parts
    B. Read the title to see what the story is about
    C. Check to see if the pictures have anything missing
    D. Check to see if the story is making sense by seeing if I can tell what's happened so far
12. While I am reading, it's a good idea to
    A. Stop to retell the main points to see if I am understanding what has happened so far
    B. Read the story quickly so that I can find out what happened
    C. Read only the beginning and the end of the story to find out what it is about
    D. Skip the parts that are too difficult for me
13. While I am reading, it's a good idea to
    A. Look up all of the big words in the dictionary
    B. Put the book away and find another one if things aren't making sense
    C. Keep thinking about the title and the pictures to help me decide what is going to happen next
    D. Keep track of how many pages I have left to read
14. While I am reading, it's a good idea to
    A. Keep track of how long it is taking me to read the story
    B. Check to see if I can answer any of the questions I asked before I started reading
    C. Read the title to see what the story is going to be about
    D. Add the missing details to the picture
15. While I am reading, it's a good idea to
    A. Have someone read the story aloud to me
    B. Keep track of how many pages I have read
    C. List the story's main character
    D. Check to see if my guesses are right or wrong
16. While I'm reading, it's a good idea to
    A. Check to see that the characters are real
    B. Make a lot of guesses about what is going to happen next
    C. Not look at the pictures because they might confuse me
    D. Read the story aloud to someone
17. While I'm reading, it's a good idea to
    A. Try to answer the questions I asked myself
    B. Try not to confuse what I already know with what I'm reading about
    C. Read the story silently
    D. Check to see if I am saying the new vocabulary words correctly

18. While I'm reading, it's a good idea to
    A. Try to see if my guesses are going to be right or wrong
    B. Reread to be sure I haven't missed any of the words
    C. Decide on why I am reading the story
    D. List what happened first, second, third, and so no
19. While I'm reading, it's a good idea to
    A. See if I can recognize the new vocabulary words
    B. Be careful not to skip any parts of the story
    C. Check to see how many of the words I already know
    D. Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen
20. While I'm reading, it's a good idea to
    A. Reread some parts or read ahead to see if I can figure out what is happening if things aren't making sense
    B. Take my time reading so that I can be sure I understand what is happening
    C. Change the ending so that it makes sense
    D. Check to see if there are enough pictures to help make the story ideas clear

III. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *after* you have read it.

21. After I've read a story it's a good idea to
    A. Count how many pages I read with no mistakes
    B. Check to see if there were enough pictures to go with the story to make it interesting
    C. Check to see if I met my purpose for reading the story
    D. Underline the causes and effects
22. After I've read a story it's a good idea to
    A. Underline the main idea
    B. Retell the main points of the whole story so that I can check to see if I understood it
    C. Read the story again to be sure I said all of the words right
    D. Practice reading the story aloud
23. After I've read a story it's a good idea to
    A. Read the title and look over the story to see what it is about
    B. Check to see if I skipped any of the vocabulary words
    C. Think about what made me make good or bad predictions
    D. Make a guess about what will happen next in the story
24. After I've read a story it's a good idea to
    A. Look up all of the big words in the dictionary
    B. Read the best parts aloud
    C. Have someone read the story aloud to me
    D. Think about how the story was like things I already knew before I started reading
25. After I've read a story it's a good idea to
    A. Think about how I would have acted if I were the main character in the story
    B. Practice reading the story silently for practice of good reading
    C. Look over the story title and pictures to see what will happen
    D. Make a list of the things I understood the most

Responses that indicate meta-comprehension strategy awareness.

I Before Reading:	II During Reading:	III After Reading:
1. C	11. D	
2. A	12. A	22. B
3. B	13. C	23. C
4. C	14. B	24. D
5. A	15. D	25. A
6. B	16. B	
7. B	17. A	
8. A	18. A	
9. C	19. D	
10. C	20. A	