

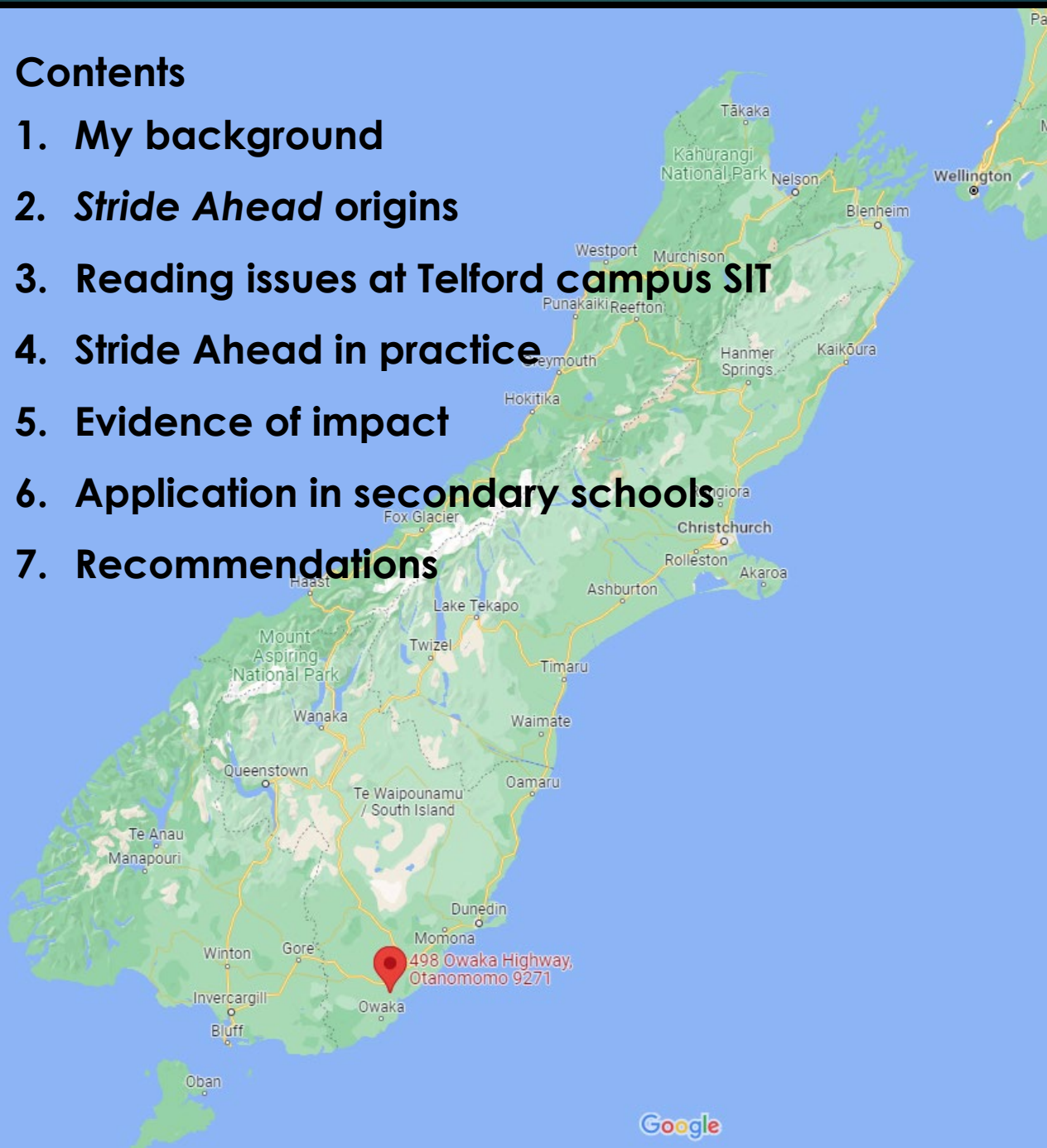


Telford Campus
and Farm

Striding Ahead:
A phonics-based approach to rescuing
reading at secondary school

Contents

1. My background
2. *Stride Ahead* origins
3. Reading issues at Telford campus SIT
4. *Stride Ahead* in practice
5. Evidence of impact
6. Application in secondary schools
7. Recommendations



Neville Moffat Library

8



9

THE NEVILLE MOFFAT LIBRARY
1911-12
BY THE
MAYOR OF
DUNDEE



Phonics- based manual

Timed reading exercises

Strengthens neural pathways in the brain



STRIDE AHEAD®

To reading fluency and
comprehension

Automaticity in reading phonemes

Requires a literate person as a tutor & a struggling reader

10 minute, one-on-one sessions as often as possible

Dramatic results

“I love *Stride Ahead* - I just wish we had more staff and more time to deliver it more frequently during the week.”

Kristine Thelen, Student Support Dept, The Belvedere Academy, 2022



The Belvedere Academy, Liverpool, UK







Educators and Organisation Administrators:

[Click here to log in via ESL \(Education Sector Logon\)](#)

Assessment Tool
Support



Email Support

Sitting an Assessment? [Click here](#)

Messages

New gender option added to the LNAAT

Kia ora koutou,

We are pleased to advise we have updated the LNAAT to include 'Diverse' as a gender option alongside 'Male' and 'Female'. This aligns the LNAAT with TEC guidelines for student information and data collection. If you have any questions about this change please contact our team at assessforadults@nzcer.org.nz.

Nga mihi,

Ben, Alice and Leah.



Telford began using the
Assessment Tool in 2011

Students are assessed at the
beginning and end of training

Assessment Summary Report, Reading

Assessment Type: Adaptive, Audience: Youth

2022 Telford FS&Equip L3 reading diagnostic

LEARNERS COMPLETED (SET)

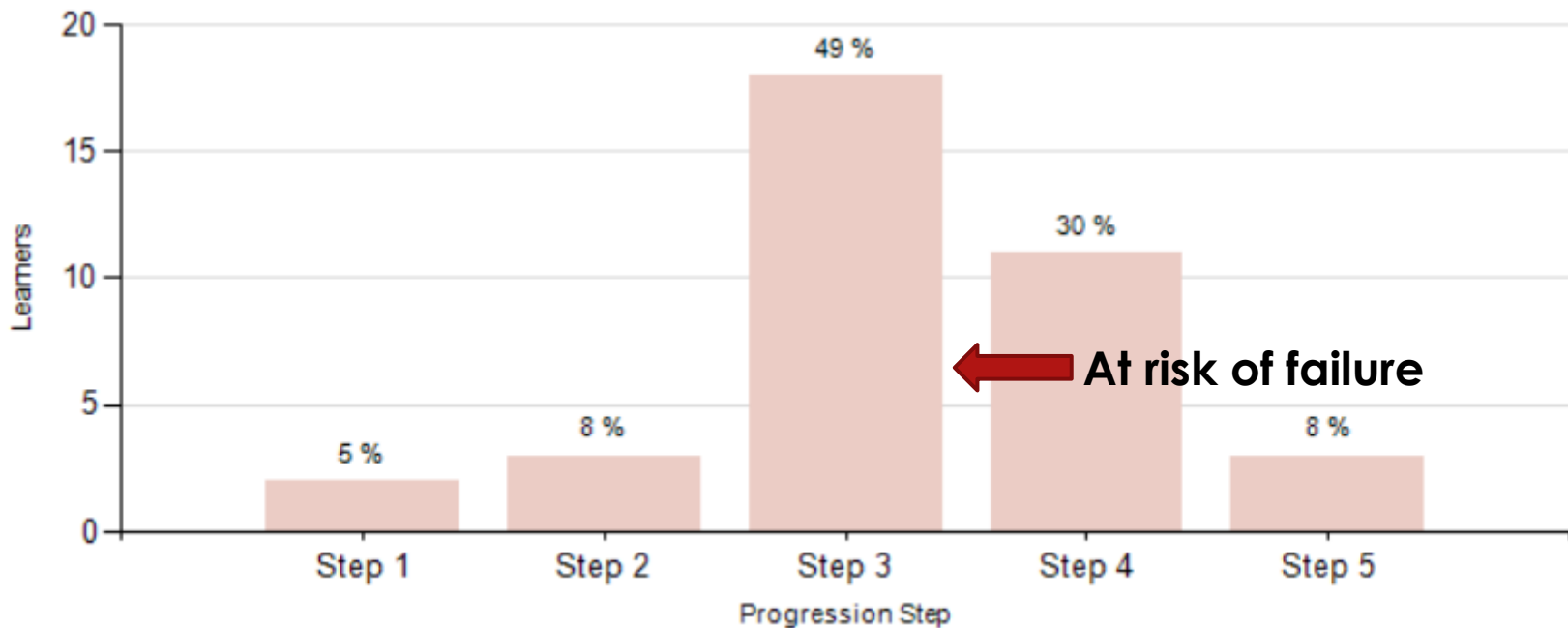
37 (37)

AVERAGE SCALE SCORE

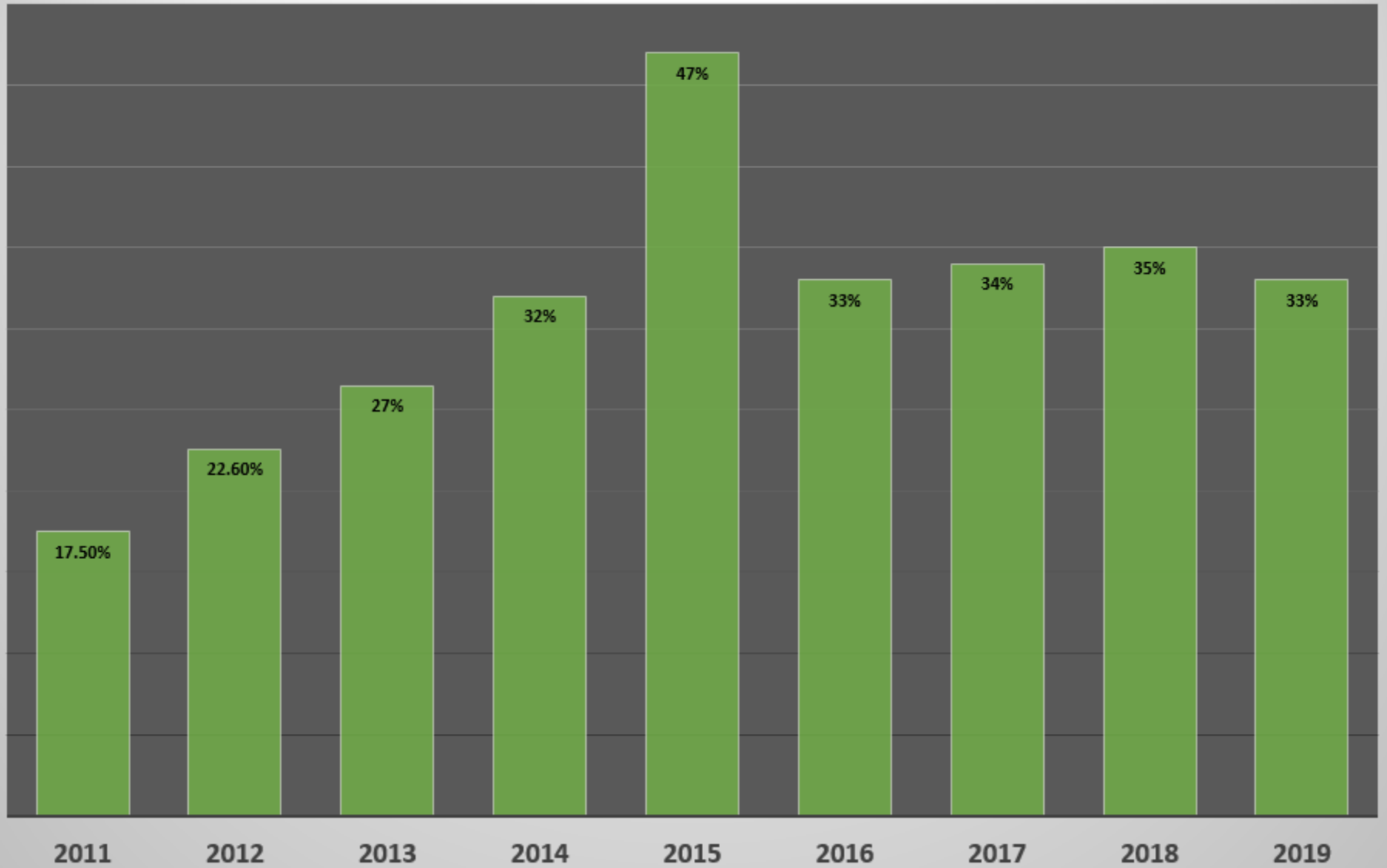
585

ASSESSMENT CREATED DATE

1 February 2022



% Students on Reading Programme



Stride Ahead in Practice

- ▶ A manual with clear instructions
- ▶ One on one, 10-minute sessions

Syllable Division

important that students are able to mentally divide long words using the simplified rules developed by Keda. The tutor points out exactly where each nonsense word should be divided. (Please refer to the 'Example Box' below if necessary). The tutor then covers the box and the students draw pencil strokes on the words to the right. When the students can do this accurately for every word, please move on. Should confusion occur during later exercises, please refer back to this page for reinforcement as often as necessary.

Consonants

slee/foan/ash/afe ✓
sain/ack/ee/fo/te ✓
fain/er/chot/em ✓
joap/ee/fin/per ✓
blush/ee/per/oan ✓
slatt/ish/op/pane ✓
skep/ut/chot/ter ✓

Example Box

In order to be fully prepared to embark on the *Stride Ahead* method, a student should have a reading age of at least 8½ years. They should also be able to follow the *mute 'e'* rule confidently and without hesitation. The only remaining requirement is that students are able to pronounce the sound made by 'ee', 'oa' and 'ai' correctly and without hesitation.

The exercises of here - and through practise these preliminary exercises the required automatic course, your student

Please note

Mute 'e' rule:

'oa', 'ai' and 'ee':

Mute 'e': The target time (in the first column) in the first all 25 combinations practise reading a 'target time' is 2 prove to be a form that these preliminary students have read students should not

'ee', 'ai' and 'oa' followed. Students i.e. all 18 combinations



Timed Mute 'e' Exercise

in	el	ake	aze	...OSS
				...ape
				...ig
				...ote
				...epe

Errors	Time

Exercise

oef	oat
oak	ail
oim	oan

Errors	Time

7	16				
---	----	--	--	--	--

Phonemes

- Instant recognition
- Means concentrate on meaning not decoding

Exercise 2

These instructions are abbreviated. If unsure of the procedure, see 'Detailed Instruction Page' (page 8)

It is important that your students study the different headings for each exercise before they begin. This will help to remind them how to pronounce the phonemes as they are introduced.

Section A

Instructions for **Exercise 2** are the same as for **Exercise 1** on the opposite page – with different syllables, of course, as we are now working with new skills.

ch, th, ck, sh

chiff/in/ack
oth/ash/ing
en/sif/tash/er
osh/ick/ent
rack/ipp/esh

Section B

Please note that **Exercise 2** introduces:

sh as in "ship"
ck as in "clock"
th as in "thorn"
ch as in "chip"

chiffin/ack
othash/ing
ensif/tasher
oshick/ent
rackipp/esh

Section C

1st	43	seconds
2nd	25	seconds
3rd	18	seconds
4th	29	seconds
5th	18	seconds
6th	13	seconds
7th		seconds
8th		seconds
9th		seconds
10th		seconds

Please don't forget to 'challenge' your student to find any real words that may have been introduced

Target time:

13 seconds

- 1 chiffinack
- 2 choppillash
- 3 othashing
- 4 backgammon
- 5 ensiftasher
- 6 establishment
- 7 oshickent
- 8 uckatosh
- 9 rackippesh

Instructions for Sentences 1 and 2

Beacon words are used to remember new skills demonstrated that they can read all the beacon words

Sentences for exercises 1 and 2

Key skills covered so far in Part 1: Twin Consonants, er, ing, ch, th, ck, sh

Beacon Words

hammer ring chip thorn clock ship

ts, er, ing, ch, th, ck, sh

orn clock ship

Section One

Accuracy

The students read the sentences carefully the coach corrects any errors as they that they can read the whole of the section

Speed Reading (Timed)

The student reads the sentences concisely attempt - correcting any errors as the provided. Students have to aim for section. The number of attempts re student to student. Some will only dozen or more. The students are all boxes until the target is within reduction again ins fluency h until they

Section One

The scarlet car was driven to Cardiff by a different swimming attendant. The man in the black cardigan was stammering as he went up the path. There was a lack of understanding by all members of the slimming club. If you like chestnuts you must demand them so you can get fatter. The Spanish fishermen went to see the boxing champ from Manchester. The customer did not like the chattering of the chap in the market.

swimming attendant. e went up the path. of the slimming club. can get fatter. ip from Manchester. in the market.

1:03 96 36 33 30

Target time: 30 seconds

Target time: 30 seconds

Target time: 30 seconds

Comprehension

Students are congratulated on their fluency and then told to read the sentences again - without any time constraint - and to concentrate on the meaning since they will later be tested upon their comprehension. The students are told to try to conjure up mental images as they read. The coach reminds the student that this is not a memory test so they are permitted to refer to the text at any time. The student is then asked the following questions:

1. What was the stammering man wearing?
2. What is a good way to gain weight quickly?
3. Who did the fishermen want to see?

clothes

Section Two

As for Section One

- 1.
- 2.
- 3.

Section Three

As for Sections One and Two above asked:

1. What will they use to re
2. Why did he sometimes i
3. What would Huck prefe

He often went to work in the supermarket when he was short of money. Rocking and shuddering in the back of the car will make you travel sick. "Fishing in the morning is better than an arithmetic test," said Huck Finn. Members of the badminton club like to stand at the bar to drink and discuss things.

was short of money. make you travel sick. test," said Huck Finn. bar to drink and discuss things.

48 37 29

Target time: 30 seconds

Target time: 30 seconds

Target time: 30 seconds



Provision of Stride Ahead by distance

Evidence of impact



**Graduated Cert Ag with
MERIT**

DATE	TUTOR	
14 Oct	LB	P329
12 Oct	Lb	Talked about job opportunities
9 Sept	LB	finished part 1
10 Sept	LB	pg 24 3 tries for section C great!
11 Sept	JJ	P 35. Ex 12 very tired (lots of breathing, green) checked info
15 Sept	JJ	P 37. Remember to do the vowel exercises at beginning & end.
16 Sept	LB	pg 37 only printed will find last or tenth

7 → 8.

program is

prehension

st time

in a dream

P27.

P31

Read more quickly
Got down to 35 sec for Sec 3. notes with errors (adding or missing words)

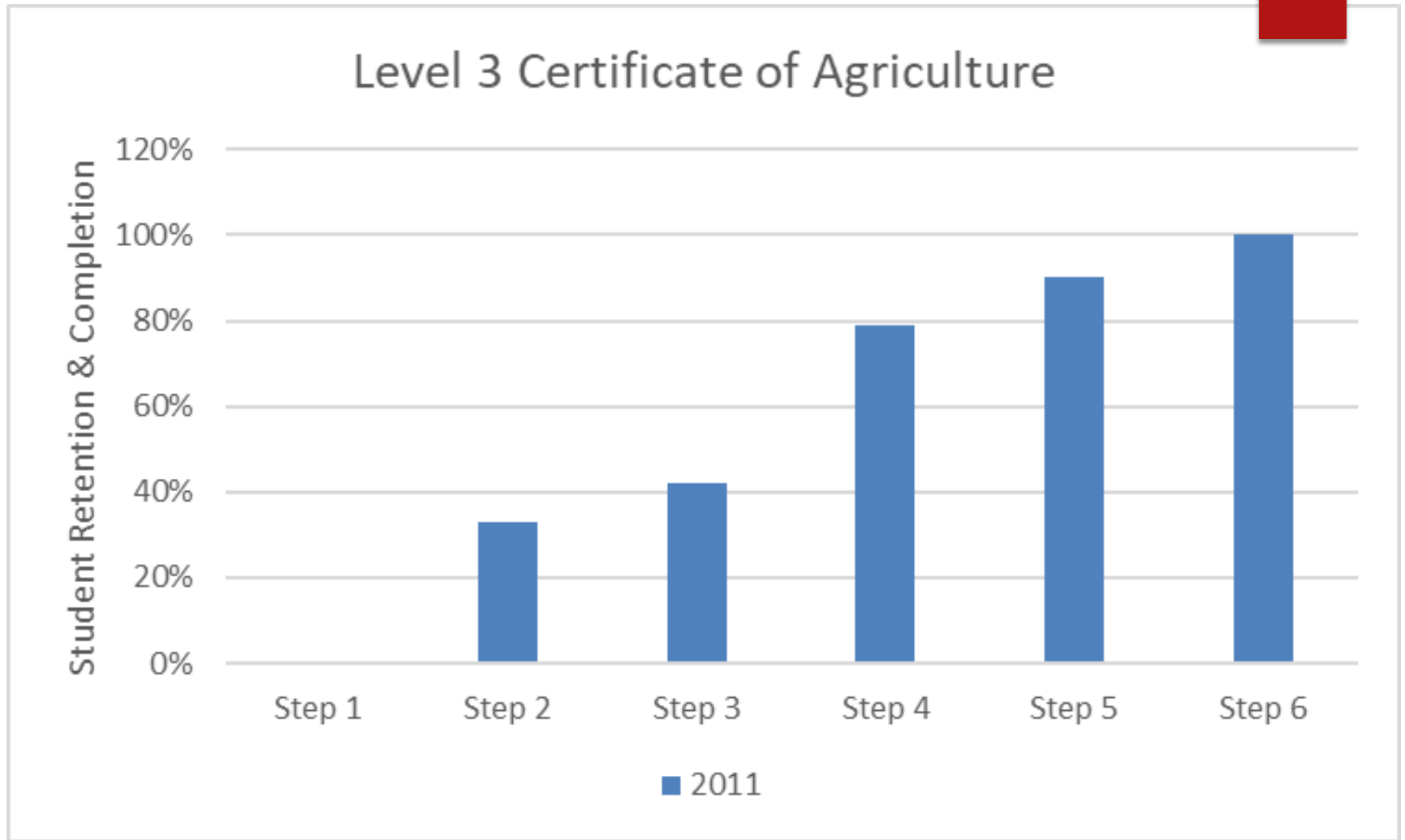
using 'pencil' under the words found

Use SRA cards in future

P31

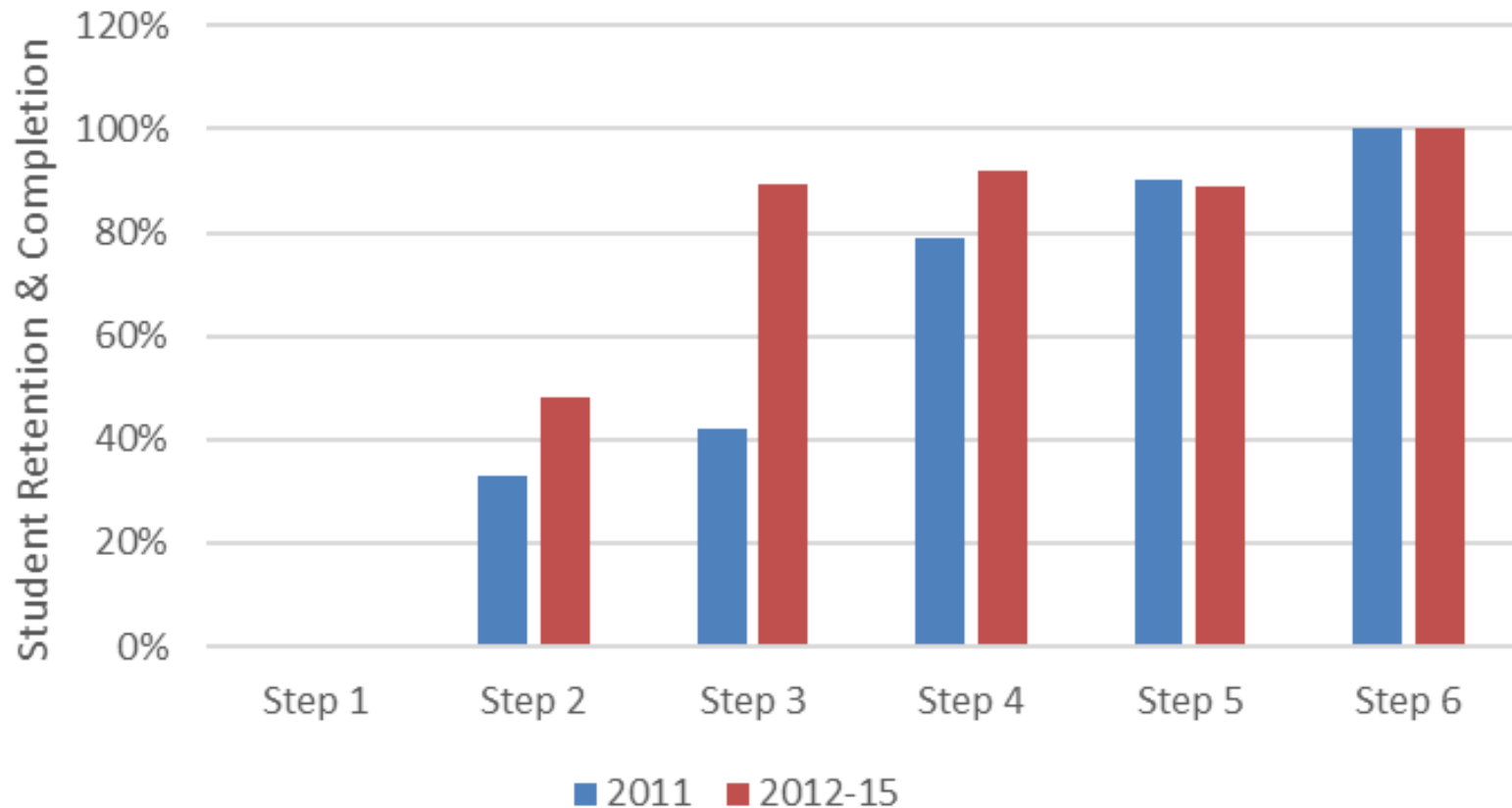
OK: Told me this is the first time in his life
with his hard work. In
it is as
though he is in a dream
up and everything will crash down again.

How many students graduated?



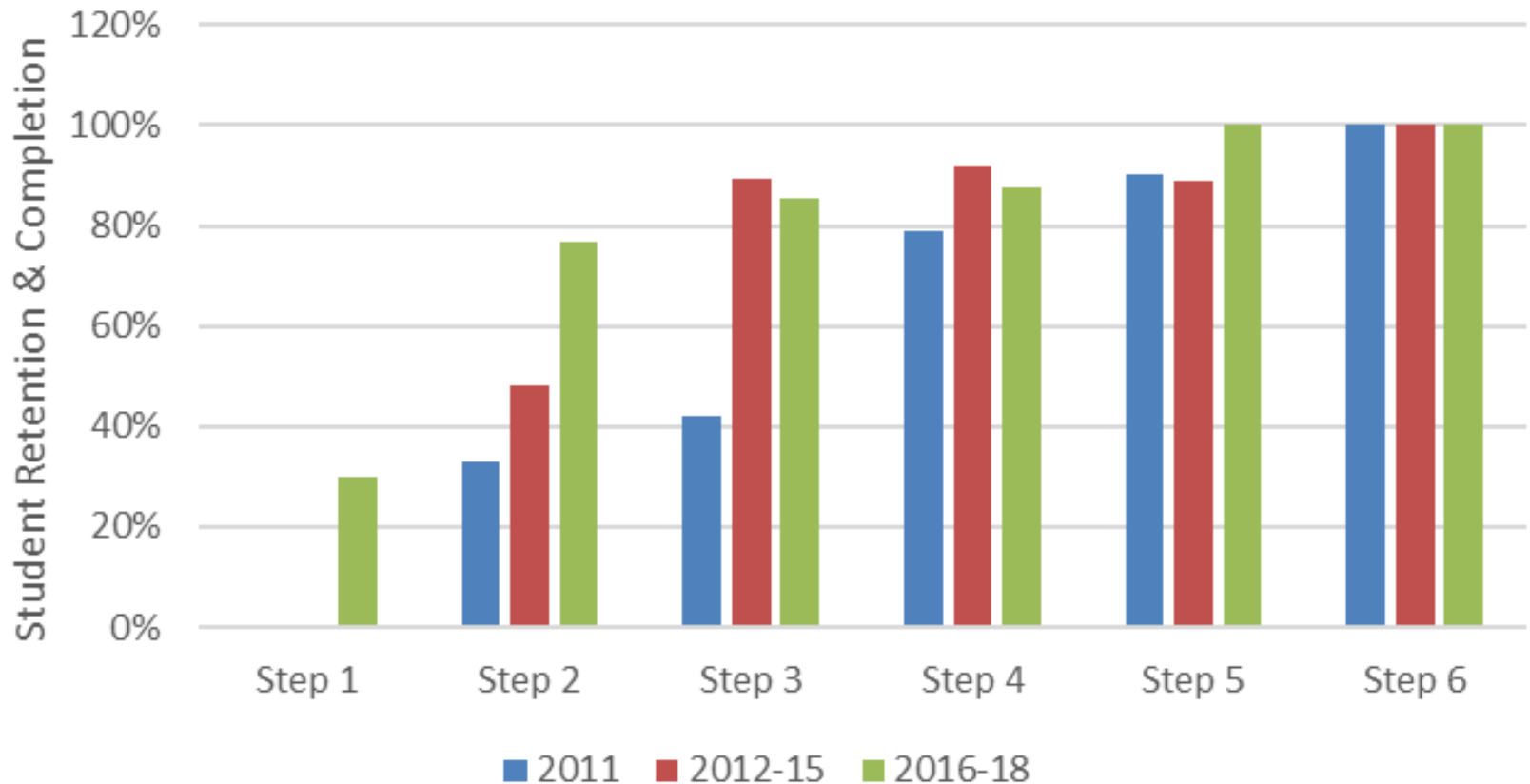
2011 No reading intervention

Level 3 Certificate of Agriculture



Resumed Stride Ahead for Step 1 – 3 students

Level 3 Certificate in Agriculture



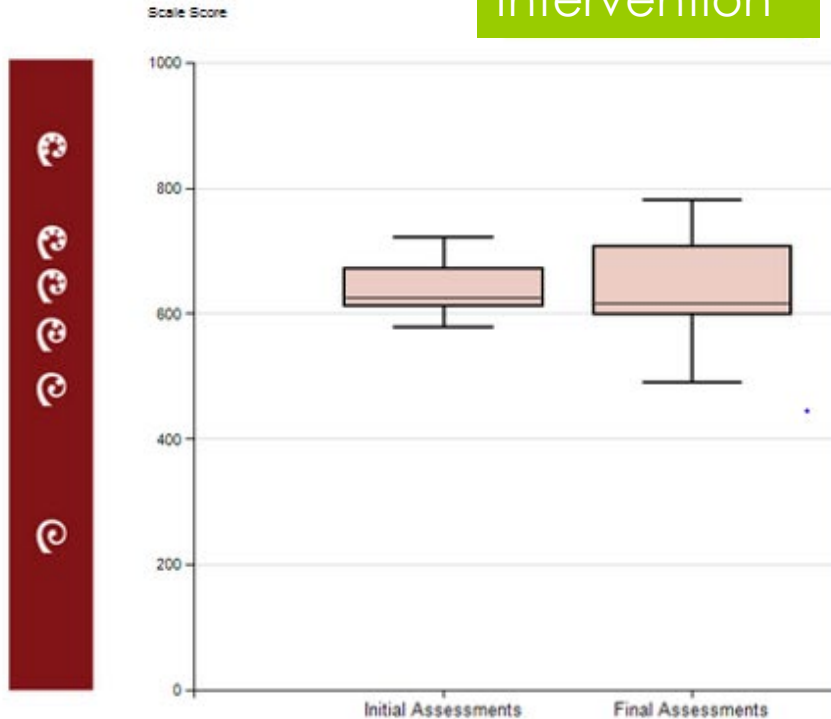
2016, modified Stride Ahead - Improved outcome for Step 2 students

Gain Reports

Gain Report - Reading

Lincoln University
Group: Cert Ag 2015 not in rdg group

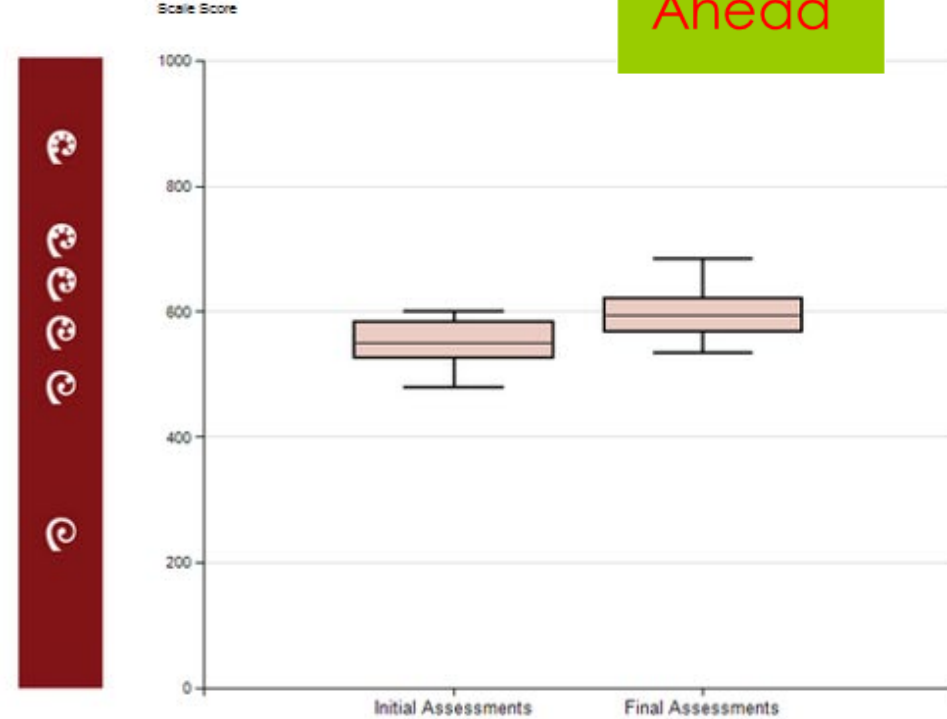
No
Intervention



Gain Report - Reading

Lincoln University
Group: Cert Ag 2015 Reading Group

Stride
Ahead



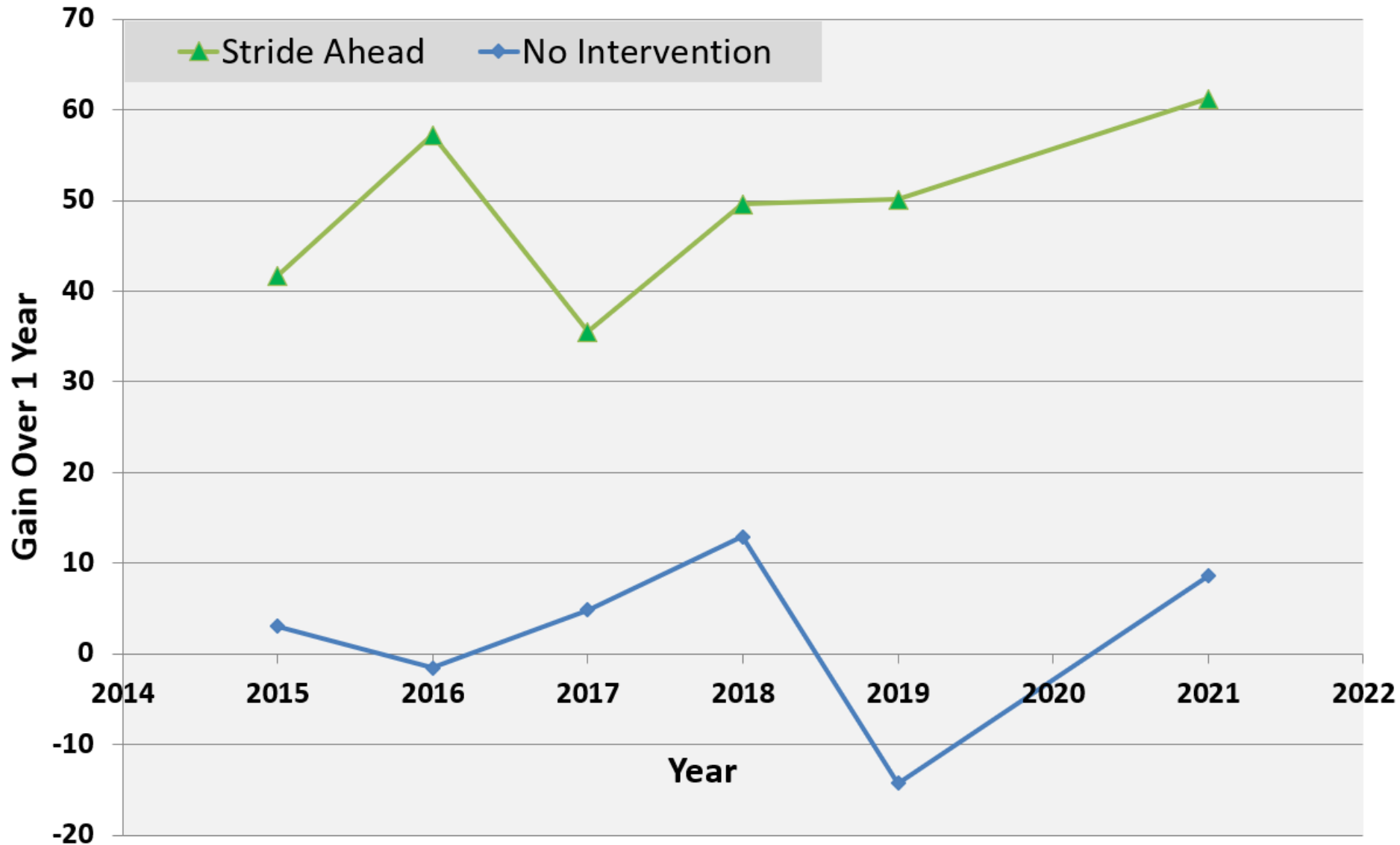
Report Statistics

Average Gain	3
Average Time Elapsed	25 weeks
Proportion of learners making significant gain	2 out of 16

Report Statistics

Average Gain	41.71
Average Time Elapsed	24.1 weeks
Proportion of learners making significant gain	2 out of 17

LNAAT Gain Reports 2015 - 2021 READING



Speed Reading Course Exit Interview

1. Do you think the speed reading course has made a difference to your learning? If so, how?

2. Were there any problems with attending the speed reading course? *Keeping up with notes etc*

3. Did you feel comfortable attending the course (including being called and walking out of class) and working with the reading tutors – were you welcomed and felt accepted?

4. Now that you know what the Speed Reading Course is like do you think it would be a good thing for new students to do? If no, why not?

5. How could we improve the Speed Reading Course?

Has Speed Reading made a difference to your learning?

I never really knew about the rules for the sounds of letters

Being able to practise reading & practise different sounds made things easier - learning wise.

It definitely has helped. I have become more fluent with my reading.

Did you feel comfortable attending the course (including being called and walking out of class) and working with the reading tutor?

It was fine. It's like, would you rather stuff around trying to read stuff and not being able to, or leave class for 10 min & get ahead?

It makes me feel better that I have the chance & can make progress. You'd feel stink if you didn't have the opportunity and couldn't do the work

Yeah, there was a little bit of stigma but reading's my weak point

Would you recommend this programme to students with reading problems?

I believe
so, yes

Yes. I think it
helped me a
little bit.

Yes, it must
work.

Yep. Because you
lag behind a bit if
you struggle to
read.

Yes,
definitely

Yeah, if they're
struggling with
reading.



Application in Secondary Schools

South Otago High School, Balclutha

- 2021 *Stride Ahead* trial with four Year 9 struggling readers
- Two students/day, 1:1 sessions, 10-minute duration
- Transitioned out of Form Time
- One term duration.



Recommendations



- 1. A reading intervention programme be implemented in upper primary/secondary schools as an integral part of student support**
- 2. Must be adequately resourced from within the school's funding and budget**
- 3. Ongoing assessment of the intervention required**



**READING PROBLEMS
DON'T GET BETTER
WITH TIME**

**THEY GET BETTER WITH
INTERVENTION**