

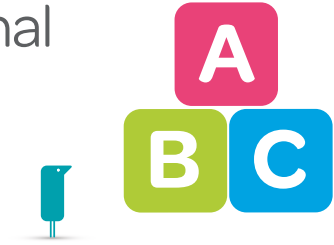


## transition from primary to secondary education: how literacy support can have a lasting impact

Students using Read&Write have made tangible leaps forward in reading and writing during their first year of secondary school.



at the core of each child's educational development lies the foundation blocks of reading and writing



We carried out a year-long study with three schools to help us better understand the needs and motivations of both students at this stage of their education journey and their teachers. The aim was:

- ✓ To help schools understand how specific literacy interventions can have real impact on students (especially those aged 11-12).
- ✓ To help us understand the needs of teachers and students in relation to literacy development at this crucial point in a child's educational progression.
- ✓ To contribute to the improvement of wider technology strategies within schools and demonstrate what can be achieved when a clear strategy is in place.



**3** schools  
across  
England and  
Scotland

**2** schools  
using  
Read&Write

**1** school  
using other  
interventions



## the challenge

As students start secondary school, they face a unique set of challenges. This is a time when many struggle and learning progress often slows. Research shows that the first year of secondary school is a time when reading and writing progress comes under significant pressure and can go into decline. And all this at a time when literacy skills are most needed.

## the study

Students at **Hartshill School** and **Aberdeen Grammar School** used Read&Write across all subjects and, where possible, outside of school for study and homework. Students at **The Nuneaton Academy** represented the comparison school and had no access to Read&Write tools, however all learners here had access to a widely used reading intervention.





## the solution

Powerful, flexible and wonderfully accessible to all, Read&Write is our award-winning literacy toolset that can help every student with their personal learning journey.

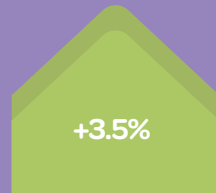
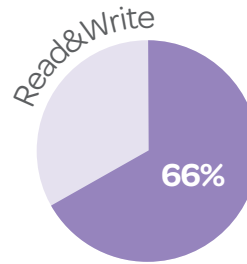
**66% of Read&Write users**  
showed improvement  
compared to **27%**  
**of non Read&Write**  
users

See overleaf for more stats



# the outcomes

**Read&Write users showed greater improvement** in their average reading age than non Read&Write users



Read&Write

non Read&Write



The measurable **quality of writing improved** more amongst Read&Write users than non Read&Write users

Read&Write users in the lower achievement group saw an average increase in writing scores of **13.7%** compared to the non users at **4.2%**



Compared to the national average decline, Read&Write users in their first year of secondary school achieved a significant degree of literacy progress and improvement.

up to 1.2 years  
improvements

national  
average  
decline

“By the end of the year using Read&Write, pupils were volunteering to read aloud, and even read in character. The class were generally much more smiley and cheerful. Definitely more content.”

**Teacher involved in the study**

“I can add so much more value as a teacher when I’m not constantly just checking spellings every time they put their hand up, and it’s much more rewarding to be able to help them develop their writing skills in other ways.”

**Teacher involved in the study**





## recommendations

From the results of the study, the benefits of Read&Write are most marked where implementation and usage form part of a structured and focused approach to technology integration. This best practice approach includes:

- ✓ Aligning the technology to both school and individual priorities
- ✓ Training staff and pupils in the context of use as well as the skills required to use technology
- ✓ Create regular opportunities to use any technology where teacher or pupil may find it supportive





For further reading visit [text.help/RW-study](https://text.help/RW-study)