



Aston Literacy Project

Phase 2: Spring 2012

**Thank you for your support and involvement in this project.
We hope you will find this summary of our findings interesting.**

We gave a demonstration of our ALP tasks at the Big Bang fair in the NEC on 15th March, 2012.

Phase 2 of ALP took place during the Spring of 2012 and involved approximately 600 Year 2 children across 12 schools. The main purpose of phase 2 was to establish which skills were associated with reading among children at the intermediate stages of literacy acquisition.

Again, our research assistants were made to feel very welcome by all the staff at each school and the children were excited to take part in our tasks.

The sample as a whole performed excellently on our Maths test gaining an average standard score of 111. This score is significantly above the national average of 100.

In July 2012 our initial results were successfully presented at the Scientific Studies of Reading conference in Montreal, Canada. www.triplesr.org

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www.aston.ac.uk/alp**

On average children in Year 2 knew 42 out of the 51 individual letter sounds and combinations tested.

The children were also assessed on a standardised reading test and the average standard score was 103. This score is close to the national average and shows that the sample as a whole was performing at the expected level for their age in reading.

3% of children read ten or less words on the reading test (very poor readers), while 5.7% read seventy or more words (very good readers). The average number of words read was 46.

In our analyses, we found that these 3 skills were the strongest predictors of word reading:
-manipulating phonemes (e.g. *guff* without the *g* is *uff*)
-isolating phonemes (e.g. the first sound in *san* is *s*)

-repeating individual sounds by pressing aliens on a screen, (e.g. *g*, *p*, *k* = *left, right then centre alien*).

These measures accounted for 38% of the variance in word reading; children who performed better on these tasks could successfully read more words.

By testing Year 2 children we are able to see what different skills are used in the intermediate stages of reading development compared to the early stages. This is possible because we can compare the results with those from the Reception children tested in the Autumn.

Thank you for participating in our study. We look forward to seeing you again in Summer 2013 when we will return to assess the Year 1 children. Happy reading!