

P2: INNOVATIVE USE OF THE INTERACTIVE WHITEBOARD WITH Y1 EAL PUPILS IN LITERACY

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Context

I teach in a multicultural, inner city school in Smethwick, West Midlands, where the intake of pupils is from a diverse and transient population; in September 2003 the Y1 literacy group contained 29 lower ability pupils, the majority of which were EAL pupils, who had not yet reached their early learning goals in reading, nor learnt any initial phonemes let alone their Reception year keywords.



- 72% achieved Stepping Stone 3 Foundation targets in July 2003
- 28% had only achieved Stepping Stone 2
- 10% have English as their first language
- 17% had entered the country within the last year with no English
- 2 children were diagnosed autistic

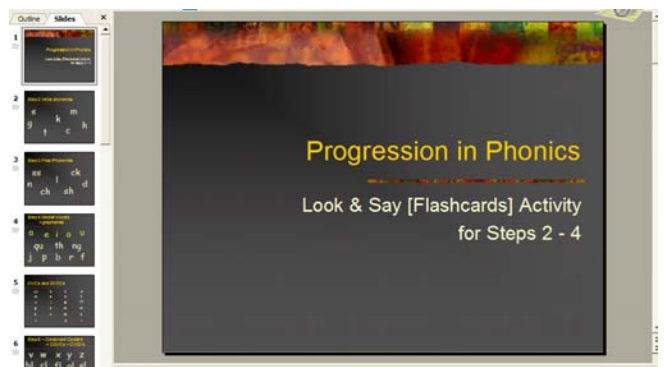
Our school has an assertive discipline policy and we constantly try to raise positive self-esteem in all of our pupils.

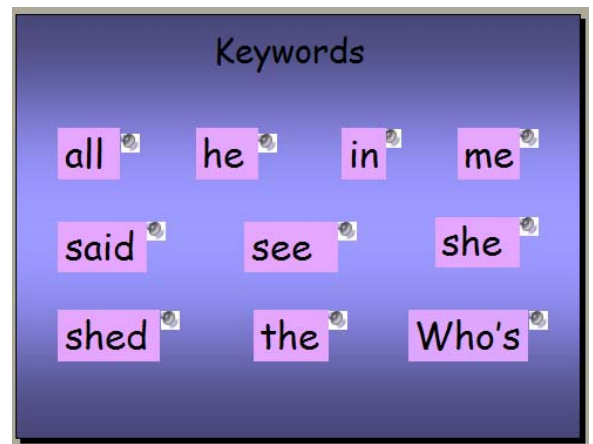
What did I want to achieve?

- Pupils to learn all initial phonemes
- Pupils to try and bridge the gap in their phonics acquisition to as near the norm as possible, based on 'Progression In Phonics' [PIP's]
- Pupils to learn as many sight keywords as possible
- Raise attainment
- Stimulate pupils' interest/excitement to want to read.

How did I use the interactive whiteboard?

- I created a presentation to give phoneme virtual 'flash cards' [in PIP stages] this was used daily as a 5-minute 'warm-up' to literacy lessons
- I created an e-book [now one of several made with presentation software] to demonstrate how to re-tell a story that the pupils had shared as a big book in the literacy hour the previous week





- I used Reception Year keywords to re-tell the story, and only used non-keywords where meaning would have been lost
- I created new simple pictures from clip-art to illustrate the story
- I recorded pupils reading the story and integrated it into the electronic presentation
- I created an interactive word bank of used vocabulary with audio playback
- Pupils read the story, keywords or created a sentence from the keywords [as they felt able] and then clicked the audio buttons to check whether they were correct or not
- Pupils helped themselves to a reward [smiley face token] when they were correct, - 3 smiley face tokens are exchanged for a tangible reward [sweet] at the end of the lesson
- Where words were read incorrectly, every opportunity was taken to segment and blend the phonemes and use word attack skills within the story
- The electronic e-book was used as a whole-class resource for the interactive whiteboard daily for one week as part of the National Literacy Strategy, but later as often as requested and also used for paired or independent work on desktop PC's.

Impact

Monitoring of change in practice was done by reflective discussions and lesson evaluations with the Nursery Nurse who worked alongside me and with my year partner, a fellow researcher. The use of this successful e-book resulted in creating more e-books both fiction and non-fiction which were incorporated into my teaching as the year progressed.

The pupils wanted to use the resource time and time again because:

- The multi-sensory approach stimulated them to interact
- They were able to engage with the resource when they felt able
- They enjoyed the challenge offered by the computer to check the correctness of their reading
- They enjoyed the immediacy of reward initially [interestingly pupils soon forgot to take their rewards, because the intrinsic pleasure of getting it right took over quite quickly in the process]
- The correct 'hits' soon outweighed the incorrect ones
- Success bred success – the uptake of home reading books increased dramatically in poor readers
- They began to bring in homework based on reading done at home.

Evidence for Achievement

- 68% know all initial phonemes, can blend cvc's and have attained NC level 1 in reading
- 24% have exceeded their chronological reading age in Salford tests
- Of the remaining 32% all have made progress, two pupils are still relatively new to the country and the others also have SEN issues.

Implications

I have found the e-books to be successful and will continue to create and develop more to support my teaching and pupils' interactive learning.

Please also see:

- **Innovative Use of the Interactive Whiteboard with Y1 EAL Pupils in Numeracy**
- **Creating Innovative Learning Resources for the Interactive Whiteboard for use with Y1 EAL Pupils.**