



Touch-type Read and Spell



TTRS WITH ST. AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

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Introduction

St. Augustine's is a small one form entry Catholic primary school. The school is highly regarded by all stakeholders and by the Local education Authority. Involvement in a number of effective partnerships has enhanced whole staff subject knowledge, developed varied and effective teaching strategies and improved middle management.

Ms E May and Mrs McGourty set up meetings to plan this pilot project to improve children's reading and spelling in Key Stage 2. The project started in September 2006 and lasted until December 2007.

TTRS has continued an after school club.



Test and Test Comparison

The children were tested at the beginning of the project. A group of 44 children were tested using the Suffolk Reading Test and the WRAT (Writing Reading Attainment Test). Their scores were analysed at the beginning and end of term.

The results of the TTRS group and the control group were compared. As can be seen every term the scores of the TTRS group surpassed that of the control group.

Discrepancy

Term 1

TTRS~ and Control Group Sept. - Dec. 2006, Phase 1A
Overview of Pre~ and Post TTRS Intervention/Controls Test Results
Average Points Increase/Decrease/Discrepancy

Tests Administered:	Suffolk Reading Scale Stand. Score	Suffolk Reading Scale Percentile	WRAT Reading Stand Score	WRAT Reading Percentile	WRAT Spelling Stand Score	WRAT Spelling Percentile
TTRS group 1003 - 1013	+3.4	+9.3	+14.8	+27.3	+6.5	+13.6
Control group 1014 - 1024	+0.6	+1	+5.1	+11.3	+4.4	+10.7
Discrepancy	2.8	8.3	9.7	16	2.1	2.9

Term 2

TTRS~ and Control Group Jan. - March 2007 Phase 1B
Overview of Pre~ and Post TTRS Intervention/Controls Test Results
Average Points Increase/Decrease/Discrepancy

Tests Administered:	Suffolk Reading Scale Stand. Score	Suffolk Reading Scale Percentile	WRAT Reading Stand. Score	WRAT Reading Percentile	WRAT Spelling Stand. Score	WRAT Spelling Percentile
TTRS group 1014 - 1024	+4.2	+6.9	+1.6	+4.9	+1.8	+0.6
Control group 1003 - 1013	-3.5	-7.7	-13.4	-19.9	+1.8	+3.4
Discrepancy	7.7	14.6	15	24.8	0	2.8

Term 3

TTRS~ and Control Group April - July 2007 Phase 2A
Overview of Pre~ and Post TTRS Intervention/Controls Test Results
Average Points Increase/Decrease/Discrepancy

Tests Administered:	Suffolk Reading Scale Stand. Score	Suffolk Reading Scale Percentile	WRAT Reading Stand. Score	WRAT Reading Percentile	WRAT Spelling Stand. Score	WRAT Spelling Percentile
TTRS group 1025 - 1035	- 0.5	- 1.54	+ 6.6	+ 15.9	+ 4.7	+ 12.3
Control group 1036 - 1046	- 3.2	- 7.	- 2.8	- 5.	+ 1.6	+4.5
Discrepancy	2.7	5.5	9.4	20.9	3.1	7.8

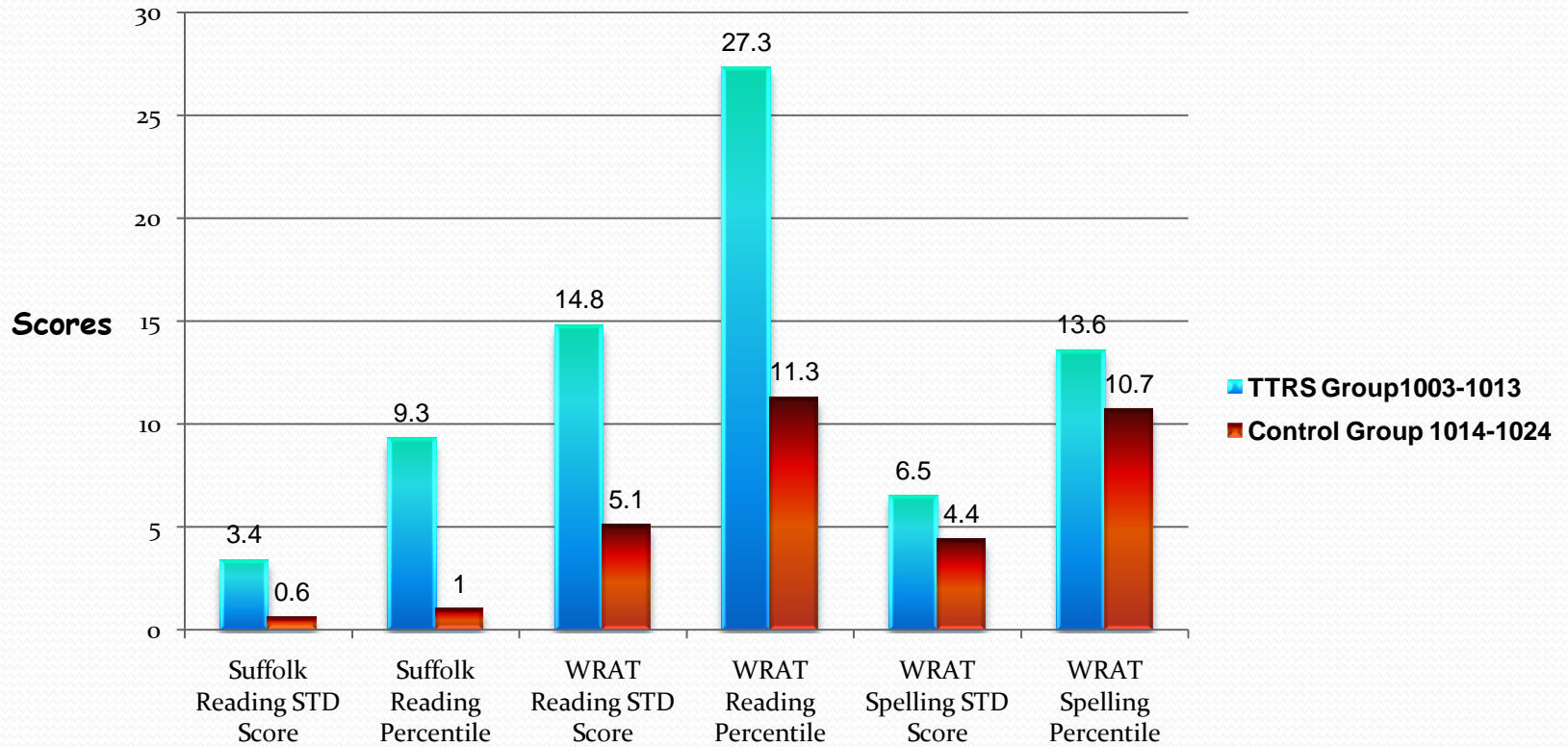
Term 4

TTRS~ and Control Group Sept. - Dec. 2007 Phase 2B
Overview of Pre~ and Post TTRS Intervention/Controls Test Results
Average Points Increase/Decrease/Discrepancy

Tests Administered:	Suffolk Reading Scale Stand. Score	Suffolk Reading Scale Percentile	WRAT Reading Stand. Score	WRAT Reading Percentile	WRAT Spelling Stand. Score	WRAT Spelling Percentile
TTRS group 1025 - 1035	+ 5.3	+ 12.7	+ 16.3	+ 30.5	+ 4.2	+ 7.6
Control group 1036 - 1046	- 0.1	- 0.8	- 5.9	- 15	- 3.3	- 7.7
Discrepancy	5.4	13.5	22.2	45.5	7.5	15.3

Term 1

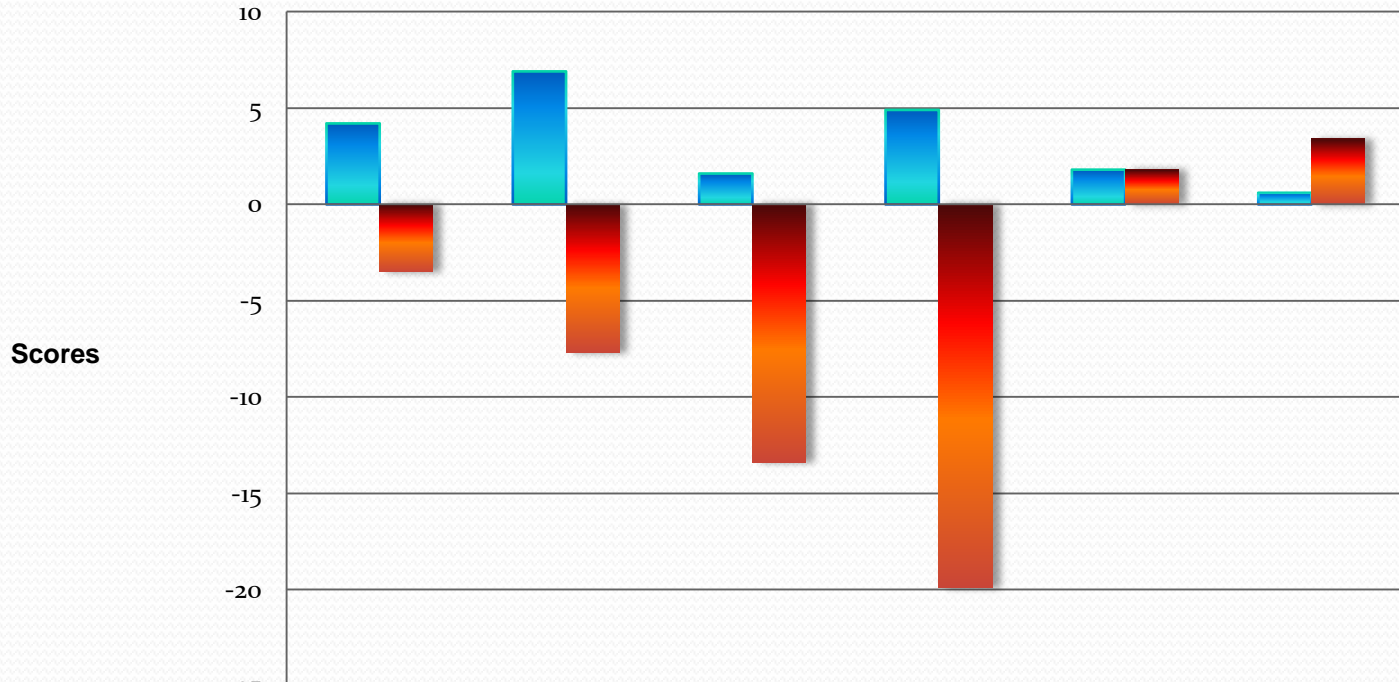
TTRS ~ and Control Group September - December 2006 Phase 1A



September to December 2006

Term 2

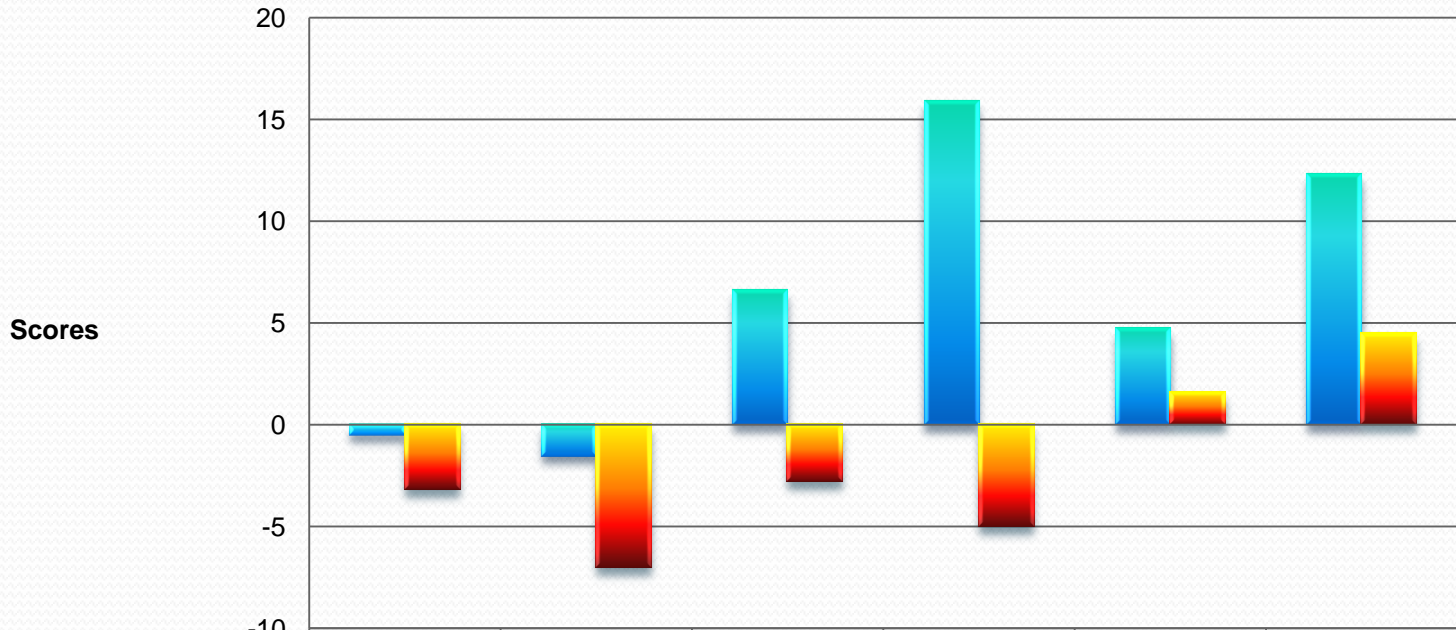
TTRS~ and Control Group January - March 2007 Phase 1B



	Suffolk Reading STD Score	Suffolk Reading Percentile	WRAT Reading STD Score	WRAT Reading Percentile	WRAT Spelling STD Score	WRAT Spelling Percentile
■ TTRS Group 1014-1024	4.2	6.9	1.6	4.9	1.8	0.6
■ Control Group 1003-1013	-3.5	-7.7	-13.4	-19.9	1.8	3.4

Term 3

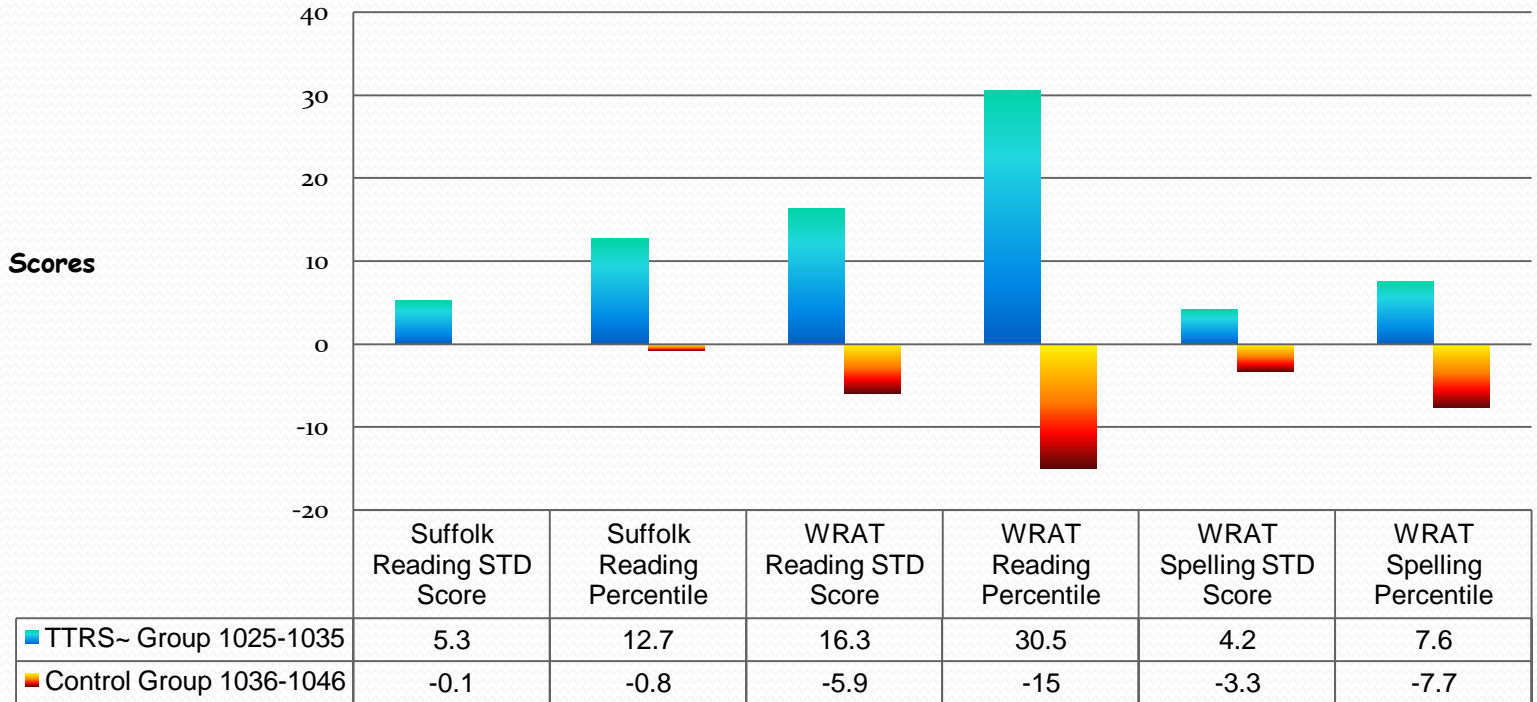
TTRS~ and Control Group April - July 2007 Phase 2A



	Suffolk Reading STD Score	Suffolk Reading Percentile	WRAT Reading STD Score	WRAT Reading Percentile	WRAT Spelling STD Score	WRAT Spelling Percentile
TTRS Group 1025-1035	-0.5	-1.54	6.6	15.9	4.7	12.3
Control Group 1036-1046	-3.2	-7	-2.8	-5	1.6	4.5

Term 4

TTRS~ and Control Group September - December 2007 Phase 2B



Starting TTRS

At the beginning of the programme, all children start at Level one. They are encouraged to look at the screen and have their fingers on the home keys.



They are given their own card with their personal number and computer place where they sit for each session.

Support Staff help motivate and encourage the children to keep going when the programme becomes more demanding.



Mrs Kingman and Mrs Young help motivate and encourage the children to keep going when the programme becomes more demanding.



TTRS took place in the Computer Suite at lunchtime on Monday and Wednesday. As can be seen from the results, pupils spelling skills have really improved.



Children's Comments

I try not to cheat

I find it hard to look at
the screen, the I get
better

I always aim for 100%

I was pleased when
got my first perfect
score

I don't like when I
get a red visitor

Each child receives a
Certificate of Merit
for
Effort and Progress



Outcome

The pupils are able to transfer these skills learnt in TTRS to literacy and many other curriculum areas when they are word processing their work. Their knowledge of the keyboard is much more thorough and class teachers notice that they are looking at computer screen and can type more than 20 wpm very independently. It is an excellent skill to have when pupils transfer to secondary school and do their own homework or coursework.

There are other Touch Typing programmes free online that our families can benefit from e.g.

www.bbc.co.uk/schools/typing