

Reading Planet Impact in Schools Study 2020



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RISING  **STARS**



Introduction

Reading Planet, Rising Stars' flagship reading scheme, was launched four years ago.

We were keen to understand the impact of adopting Reading Planet on children's attitudes towards reading. Our independent researchers held in-depth interviews with staff at 10 primary schools in the first year of publication, followed by eight schools who went on to use the scheme for an additional 1-2 years.

As with most product-based education research, it isn't possible to 'prove' the link between use of Reading Planet and improved outcomes, as the role of the classroom teacher, choice of literacy strategies and the support children get from home will all play a crucial part in children's outcomes and attainment.

However, this research paints a picture of a scheme that is engaging, relevant and enjoyable for children and teachers alike with teachers reporting that Reading Planet has had "an extremely positive impact on reading".

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2016 - 18
– Reading Planet
trialled with
600 pupils
in Reception, Y1 and Y2
in 10 schools

2018-19
– Reading Planet
trialled with more than
900 pupils
in YR, Y1, Y2 and Y3
in 8 schools

2020 – further
qualitative
**in-depth
feedback**
from 5 schools

- ▶ Ancaster CE Primary School, nr Grantham
- ▶ Griffin Park Primary School, Blackburn
- ▶ St. Barnabas CE First and Middle School, Pershore
- ▶ Tranmoor Primary School, Doncaster
- ▶ Wilton CE Primary School, Salisbury
- ▶ Downsway Primary School, Reading
- ▶ Foxborough Primary School, Slough
- ▶ Ferry Lane Primary School, London

Each of the **5** schools responded to **8** impact statements in relation to Reading Planet

About the schools which participated in this research:



Ancaster CE Primary School:

The school has been using Reading Planet for 20 months as their core scheme in Key Stage 1, and, more recently, in Key Stage 2. Ancaster CE Primary in Lincolnshire is deemed 'good' by Ofsted. It has a total of 173 children on roll, of whom 20% are eligible for free school meals.

"We assessed our other reading books and book bands against Reading Planet and found that the other schemes didn't match up. Reading Planet is higher quality, better in levels of text, better stories, more relevant content and even even uses the punctuation relevant to the year group. We like that the expectations are linked to the end of Key Stage assessments."

St Barnabas CE First and Middle School:



The school, which 'requires improvement', has been using Reading Planet for approximately 20 months. Despite the Ofsted rating, the school's performance is good: it has an average score of 105 in reading, which is slightly above the national average, and an 'average' progress score in reading. There are 293 children on roll.

"Using the Online Library for shared group reading with a wide ability range has been fantastic for whole class sessions because even the less able can participate and repeat after the audio... Rather than it being a passive experience, the children come up to the whiteboard and answer quizzes, highlight text, move things around – all this enhances the shared reading experience."



Griffin Park Primary School:

They have been using Reading Planet for 18 months, where it is their core Key Stage 1 reading scheme. When inspected in 2018, the school was deemed 'requires improvement', although it has seen Progress in Reading change from 'well below average' in 2017 to 'average' in 2019. There are 236 children on roll, of whom 16% require SEN support.

"Reading Planet has made a big impact in Key Stage 1 over the last year. We have children moving through the book bands quicker. We tracked groups of target children, reading with the books every day. One of the children with EAL had a starting reading age of 5 years, 4 months in September and their reading age in July is 10 years, 7 months."

Tranmoor Primary School:

This is a large primary school in Doncaster in a socio-economically challenged catchment area which has an Ofsted rating of 'good'. The school has been using Reading Planet as their core Key Stage 1 reading programme for a few years and has more recently adopted it at Key Stage 2.

"All children are motivated and engaged when the Online Library is used in class. The quizzes help the children to create those mental markers for what happens where in the book... Reading regularly at home is a challenge for our school. Access to the books online supports the home-school relationship."





Wilton CE Primary School:

The school has been using the scheme for 3-4 years as their core Key Stage 1 programme and are now planning to roll it out across Key Stage 2. The school has recently become an Academy, so has no Ofsted rating, but has identified Reading as a key focus, considering the 'well below average' progress made in 2018/19. There are 174 children on roll, of whom 24% are pupil premium.

"We have been trialling Reading Planet for 2 years. Our SATs results were successful this year (2019) – 70% at Expected and 30% at Greater Depth – we were below national average last year (60%, and 50% the year before). I think using Reading Planet has contributed to this success; the questions are pitched right with inference questions not just retrieval questions similar to the SATs."

Foxborough Primary School:

Foxborough Primary is a one-form-entry school with a high percentage of pupils with English as an Additional Language, and a high level of mobility and pupil premium. The school took part in 2½ years of trialling Reading Planet. They have 283 children on roll and an Ofsted rating of 'Good'.

"We have been trialling the books for 2 years and would like to continue with the Reading Planet Scheme as it has made a huge difference to our pupils' reading skills."



Downsway Primary School:

Downsway Primary School is a one-form-entry school with low levels of Special Educational Need and English as an Additional Language. They have been encouraging development of a 'love of reading' across the school. The school has 216 children on roll and an Ofsted rating of 'Good'.

"The scheme has encouraged the children to want to move on and up. We had a child with EAL join in October with a low PIRA [Reading test] standardised score of 75, whose score is now 98 after only 9 months. Reading Planet has definitely helped her to build up her vocabulary and encouraged her engagement."

Ferry Lane Primary School:

Ferry Lane Primary is a one-form-entry school of children from various backgrounds, with 70% of pupils with English as an Additional Language and many of these children using a language other than English at home. 16% of children are on the SEN register and 37% eligible for Pupil Premium. The school has an Ofsted rating of Good. The school took part in 2 years of trialling Reading Planet.

"I relied so much on these books...and the Teacher Handbook and I can't talk enough about it because of how useful I found it and the results that I've had actually at the end, I'm quite pleased with them."





Creating Reading Planet

During Reading Planet's initial conception, our intention was to improve the quality, content and appeal of reading books to inspire children to read whilst giving them decodable books at appropriate levels and providing the phonics and comprehension practice needed.

Teacher feedback called for:

- ▶ representation of diverse ethnicities in early reading books
- ▶ characters that today's children can identify with
- ▶ stories that reflect children's experiences here and now
- ▶ fiction and non-fiction links to cross-curricular topics
- ▶ questions to develop comprehension skills and vocabulary
- ▶ practising skills based on the content domains of the national tests (retrieval, inference, sequencing, prediction)
- ▶ decodable readers to reflect phonics learning

Our researchers investigated the various reading schemes available to schools and talked to teachers and reading consultants across the country to determine what needed to be done to improve pupils' reading experience.

- ▶ first word and simple phrase- and sentence-based readers for early years
- ▶ full digital interactive library for whole class shared reading or home access.

"Our children are of various ethnicities, and the characters [in Reading Planet] reflect the diversity of our school. In our catchment area, children don't have many outside experiences, so the stories strike the right balance of being relevant and relatable, but humorous and engaging too."

Griffin Park Primary School



Our researchers and commissioning team worked with literacy development experts from Coventry University who were looking into improvements in reading outcomes resulting from speech rhythm sensitivity. View Coventry University's report (A longitudinal investigation of prosodic sensitivity and emergent literacy) at risingstars-uk.com/ReadingPlanetImpact

They planned a programme of books built around decoding, practice of phonics, building of vocabulary and reading comprehension. All this research was built into the development of Reading Planet from the earliest stages, including speech rhythm activities for children in nursery and early years. We then worked to find inspirational children's book authors and authors used to working with children in schools.

In-school trialling of the scheme

From the development of the first manuscripts, teachers and children in schools trialled and reviewed each element of the reading scheme.

Shift Learning Ltd, an independent research company, conducted trials of Reading Planet across a two-year period, involving Reception classes, and Year 1 and Year 2 classes. This trialling informed the publishing so that content could be improved, and the resources tailored based on teacher feedback.

The trialling afforded valuable indications of how we could improve Reading Planet for schools. Shift Learning reported that teachers would like first words books to fit in between wordless books and first sentence books. We addressed this and published both first words books and books with short phrases. Teachers also wanted more books in the earliest bands (Pink C, Red C and Yellow+ in Rocket Phonics) for children who were not progressing as quickly as some of their peers, so we introduced more books at these levels into our publishing schedule. Teachers said that they would like online versions of the teachers' guides so that they are accessible to all teachers in the school – this has also been done, with individual book notes added to each eBook.

The trialling also highlighted that schools would like some launch session materials for parents to enhance parental engagement – to this end, in addition to the Parent Guides being available in several languages, we produced a video of the Reading Planet Online Library being used by parents to support children at home, and we ensured that each reading book provides prompts for parents on how to work through the reading book with their child. We continue to investigate this area of parental engagement.

“We felt that the intervention group passed their phonics screening check through using Reading Planet. The reinforcement at home with the online has helped – they have been reading more at home when they wouldn't normally and they like doing the online quizzes and getting the stars at the end.”

St Barnabas CE First and Middle School





In extending the reading scheme to Key Stage 2, our researchers worked with 10 teachers in depth about their preferences for the Key Stage 2 materials.

Teachers wanted the books to clearly reflect the kinds of fiction older primary school children would pick up to read, in formats as well as content. This was taken on board when developing the different series within the Key Stage 2 range, working with well-known children's authors to develop appealing age-appropriate stories that were still carefully structured to develop vocabulary and comprehension skills, and which were subtly levelled so as not to be patronising.

A third year of trialling was conducted from 2018 to 2019 with more than 900 pupils and 30 teachers to gain qualitative feedback on the Key Stage 2 reading books and the fully developed Online Library.

Schools reported increased pupil engagement, with pupils with special educational needs engaging in whole class shared reading of texts above their usual reading band. Teachers felt that in some cases, progress in pupils' SATs results, phonics screening checks and the reading progress of children with English as an Additional Language, increased through their use of Reading Planet.

“When we were observing the TAs using the resources, my colleagues were blown away by the quality of the interventions and that’s because they’re really well supported. The guides are extremely helpful in supporting our TAs with reading interventions or supporting group reading. It’s all there for them, and it’s helping their professional development too.”

Ancaster CE Primary School

View the results of the Reading Planet Trial Schools Review 2019 at [risingstars-uk.com/RPTrialReport19](https://www.risingstars-uk.com/RPTrialReport19)

Further qualitative feedback from trial schools

In 2020, an independent consultant followed up with five of the schools involved in the trialling. In a series of interviews, senior leaders, literacy coordinators and phonics leads were asked to respond to eight impact statements relating to children's behaviour and attitudes whilst using Reading Planet and to provide observational evidence of the rating they had given.

Learning to read is a challenging process for young children, who must weave together multiple skills in order to decode and make sense of the text in front of them.

The teacher's role in scaffolding and supporting those early reading experiences is essential, as is the choice of the right reading scheme. The EEF Toolkit notes that 'progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading'.

If their earliest reading experiences are positive, successful and enjoyable, children will be motivated to persevere.

Each of the following statements explores the impact of Reading Planet on key aspects of reading.

Impact statements:

- 1** Since adopting Reading Planet, levels of engagement have improved and children stay focused and on task during our reading sessions.
- 2** Children relate to the stories and make connections between their own experiences, and those in the book they are reading. They also make connections between events and characters in the book they are reading and previous titles they have read.
- 3** Because the books are based around topics and themes which support our curriculum, we're able to make links which enrich both the curriculum and children's reading experience.
- 4** Since adopting Reading Planet, we've seen an improvement in children's use of vocabulary. Their understanding and choice of words is more varied, and this is evident in their writing and Speech and Language skills.
- 5** The structure of the scheme is logical and the bookbanding makes it easy to match children to the text at the right level of challenge.
- 6** The 'look and feel' of the books is child-friendly. There is a range of illustrations and artwork styles which depict various cultures and ethnicities. Children enjoy handling and looking at the books.
- 7** Because the phonics titles (Rocket Phonics) are aligned to Letters and Sounds, it's easy to reinforce the phonics skill being taught and incorporate books into the phonics session.
- 8** The guidance provided means that teaching assistants need less supervision from the teacher and can play a more active role in supporting children's reading



Impact Statement

1

Since adopting Reading Planet, levels of engagement have improved, and children stay focused and on task during our reading sessions.

All 5 schools ‘completely agreed’ with this statement

- ✓ Teachers observed more ‘book talk’ amongst children since adopting the scheme.

For 3 schools using the Reading Planet Online Library, this was an invaluable tool which teachers described as ‘interactive and fun’, as well as being particularly engaging for lower ability readers.

“We’ve observed whole class reading sessions before and after Reading Planet, and we can see that children are more engaged and involved since School Reading Planet, which I think is down to the online reading platform. It’s interactive, multimedia, and the children really enjoy using it.”

Ancaster CE Primary School

- ✓ The Reading Planet Online Library was deemed an ‘invaluable tool’ for supporting all children, especially the lower attainers.

“All the children want to take part in reading stories. Previously, better readers would want to flip ahead if you were reading a printed book. When we do whole class, the children help each other. This is in contrast with reading non Reading Planet books.”

St Barnabas CE First and Middle School

- ✓ All children participate actively in reading sessions and remain on task and focused. This is in contrast with the behaviour observed prior to adopting Reading Planet.

“When observing a reading session, it’s clear that children are keen to talk about what they’ve read, and staff are confident in how they’re pulling out and highlighting vocabulary. The children are enthusiastic when they’re doing their own reading: they want to continue reading the book, and you don’t have children opting out, which we sometime found in the past.”

Tranmoor Primary School

In Context

The EEF Toolkit notes that ‘there is promising evidence that reading comprehension can be improved with targeted teaching that improves pupils’ speaking and listening skills’. In common with many schools, most of those who took part in this research have implemented whole class guided reading sessions. While this means that all children benefit from high-quality modelling and direct instruction, there are challenges in keeping children on task and engaged, regardless of their reading level.

Teachers using Reading Planet reported high levels of engagement, with all children participating actively and collaborating amongst themselves to support each other’s reading. Whereas before adopting Reading Planet, some children were easily distracted, they are now much more likely to remain focused.

Impact Statement

2

Children relate to the stories, and make connections between their own experiences, and those in the book they are reading. They also make connections between events and characters in the book they are reading, and previous titles they have read.

All 5 schools 'completely agreed' with this statement

- ✓ The settings, events and storylines in the books are 'relatable', allowing children to make meaningful connections between their own experiences, and those in the books.

As educators, we know that children are far more likely to engage in book talk if the story or content is relevant to their everyday lives and experiences, enabling them to make connections and verbalise their thought processes. A skilled author turns everyday events into memorable and universal stories, and ensures that even for those with limited life experiences, there is an opportunity to share, discuss, explore and make inferences.

"Children are constantly making connections to things they've done or places they've been to, so they are directly relatable to their experiences."

Ancaster CE Primary School

- ✓ Because the texts are relevant, teachers had seen an improvement in children's recall and comprehension skills.
- ✓ The characters reflect the cultural and ethnic diversity of children in school.

It's also essential that the contexts, characters and events reflect the cultural and ethnic diversity of children reading them.

"Around 20% of children are from other ethnicities, and the characters reflect the diversity of our school. In our catchment area, children don't have many outside experiences, so the stories strike the right balance of being relevant and relatable, but humorous and engaging too."

Griffin Park Primary School



Impact Statement

3

Because the books are based around topics and themes which support our curriculum, we're able to make links which enrich both the curriculum and children's reading experience.

4 out of 5 schools 'agreed completely' with this statement. 1 agreed 'partially'

- ✓ Teachers believe the topic links have underpinned children's wider learning and elevated the value of the reading books.

By adopting Reading Planet, teachers have been able to make these connections from the start of children's reading journey.

Examples of links include books about the Great Fire of London, Florence Nightingale, historical explorers, the seasons, famous artists, and science-focused books on habitats.

"It's been really useful revisiting (topics on time and shape) in whole class reading. ...that makes it a really good teaching resource."

Ancaster CE Primary School

- ✓ Boys' reading has been 'revitalised' by the non-fiction titles, allowing them to become 'experts' in topics being explored across the curriculum.

For schools struggling to find books which engage their boys, the provision of high quality and relevant non-fiction books has been enormously beneficial.

In total, participants made 12 unprompted references to the impact on boys' reading, which has been one of the most significant 'unexpected consequences' of adopting Reading Planet.

"The scheme has revitalised our boys' reading, because they relate to the content and topics."

Tranmoor Primary School

- ✓ Children can develop independent research skills early on, as the books are levelled at the appropriate level.

Even those children reading at the lower book bands are able to pick a book off the shelf which has links to a topic.

"Sometimes you get lovely books from the library, but they may not be pitched at children's reading ability. With these books, they can start to do some very simple research, and use the books independently."

Tranmoor Primary School

In Context

The English National Curriculum programme of study notes that: 'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. ... Reading also enables pupils both to acquire knowledge and to build on what they already know.'

Impact Statement

4

Since adopting Reading Planet, we've seen an improvement in children's use of vocabulary. Their understanding and choice of words is more varied, and this is evident in their writing and Speech and Language skills.

All 5 agreed with this statement

- ✓ Some teachers had seen an increase in unprompted use of new vocabulary from the books in children's writing.

Reading Planet stories help to scaffold children's ability to talk about their lives.

"Although the experiences are familiar, they may not have the vocabulary to talk about it. The books help to build their vocabulary and enrich their experiences."

Tranmoor Primary School

- ✓ Teachers agreed that parents were better at reinforcing new vocabulary because of the word list at the start of the books.

Although a high-quality reading scheme is only part of a school's approach to expanding children's vocabulary, schools using Reading Planet have seen an impact on children's vocabulary in their spoken and written work.

Inside the front cover of each book is a list of words for pre-teaching, making it easy for parents and TAs to talk about unfamiliar vocabulary or tricky words before reading the text. At Ancaster CE Primary School, they pull out tier 2 and 3 words before whole class teaching, and then find them in the book to discuss the word in context. These words are also added to the vocabulary wall.

"That focus then means that we see children using the words in their own writing."

Ancaster CE Primary School

- ✓ The provision of words listed at the start of the book supports pre-teaching of unfamiliar vocabulary.

The strong phonic focus of the books has also paid off for Tranmoor Primary School, with the Literacy Lead seeing the evidence of the vocabulary focus in children's speech and writing.

"We do a lot around encouraging them to talk in full sentences. Knowing that they are reading texts at the right level, which they are able to access, and are matched to their needs all supports their speech and language development, too."

Tranmoor Primary School

In Context

The correlation between vocabulary and life chances is extremely well researched and documented, and many schools have identified 'closing the gap' as a key priority. A research paper published by The Communication Trust states: "children who had normal non-verbal skills but a poor vocabulary at age five were one and a half times more likely to be poor readers or have mental health problems at age 34. They were also more than twice as likely to be unemployed as children who had normally developing language at age 5 (Foundation years and UK Governments' life chances strategy: joint inquiry).

Impact Statement

5

The structure of the scheme is logical and the bookbanding makes it easy to match children to the text at the right level of challenge.

4 of the 5 agreed completely

- ✓ Teachers said that they now feel confident that children are meeting the expected standard in reading if they are on the age-appropriate book band.

Ancaster CE Primary School found that when first adopting the scheme, some children had to move down a band because expectations were more demanding in comparison with their previous scheme.

“The level of challenge is ‘spot on’ and the amount of text and increased difficulty is in line with expectations. Adopting Reading Planet has pushed the children on.”

Ancaster CE Primary School

- ✓ The incremental increase in difficulty from band to band means that children make good progress in reading and are being matched to books at the right level of challenge.

“The way the scheme is structured means staff are much more confident about matching children to the right book. The children enjoy the titles and content, and that, along with reading at the right level, has really enhanced their enjoyment and focus.”

Tranmoor Primary School

- ✓ More children are reading at ‘greater depth’ since adopting Reading Planet.

The team at Tranmoor Primary School attributed the higher number of ‘greater depth’ children in Year 2 to the range of texts and comprehension questions in Reading Planet.

In Context

Does Reading Planet deliver on the ‘higher expectations’ of the national curriculum, ensuring that children are progressing in line with Age Related Expectations? The schools in this study believe that adopting Reading Planet has provided the right stretch and challenge for their children, and clear progression from band to band.

“I do think Reading Planet has helped with confidence in reading and therefore that helps children to feel more confident addressing assessments. The scheme has encouraged the children to want to move on and up.”

Downsway Primary School

Impact Statement

6

The 'look and feel' of the books is child-friendly. There is a range of illustrations and artwork styles, which depict different cultures and ethnicities. Children enjoy handling and looking at the books.

All 5
'completely agreed'

- ✓ Teachers cited evidence of children's enthusiasm for the illustrations and appearance of the books.

It's essential that a school's reading scheme offers breadth of choice, and irresistible visual appeal. All participants in this study were overwhelmingly positive about the illustrations, design and overall appearance of the books.

"The children love the books: they're lovely and inviting. The non-fiction are really engaging. They're very bright, have fantastic illustrations and the length isn't overwhelming."

Ancaster CE Primary School

- ✓ In classrooms with a range of books from different schemes, there was anecdotal evidence of children opting for Reading Planet titles in favour of others.

Staff at Griffin Park Primary School have observed how children are drawn to Reading Planet books when choosing their home reading book.

"They'll often pick a book they've read in guided reading, and we overhear them talking about the book to their friends."

Griffin Park Primary School

- ✓ Parents in several schools said that their child's attitude towards home reading had improved since the school had adopted Reading Planet.

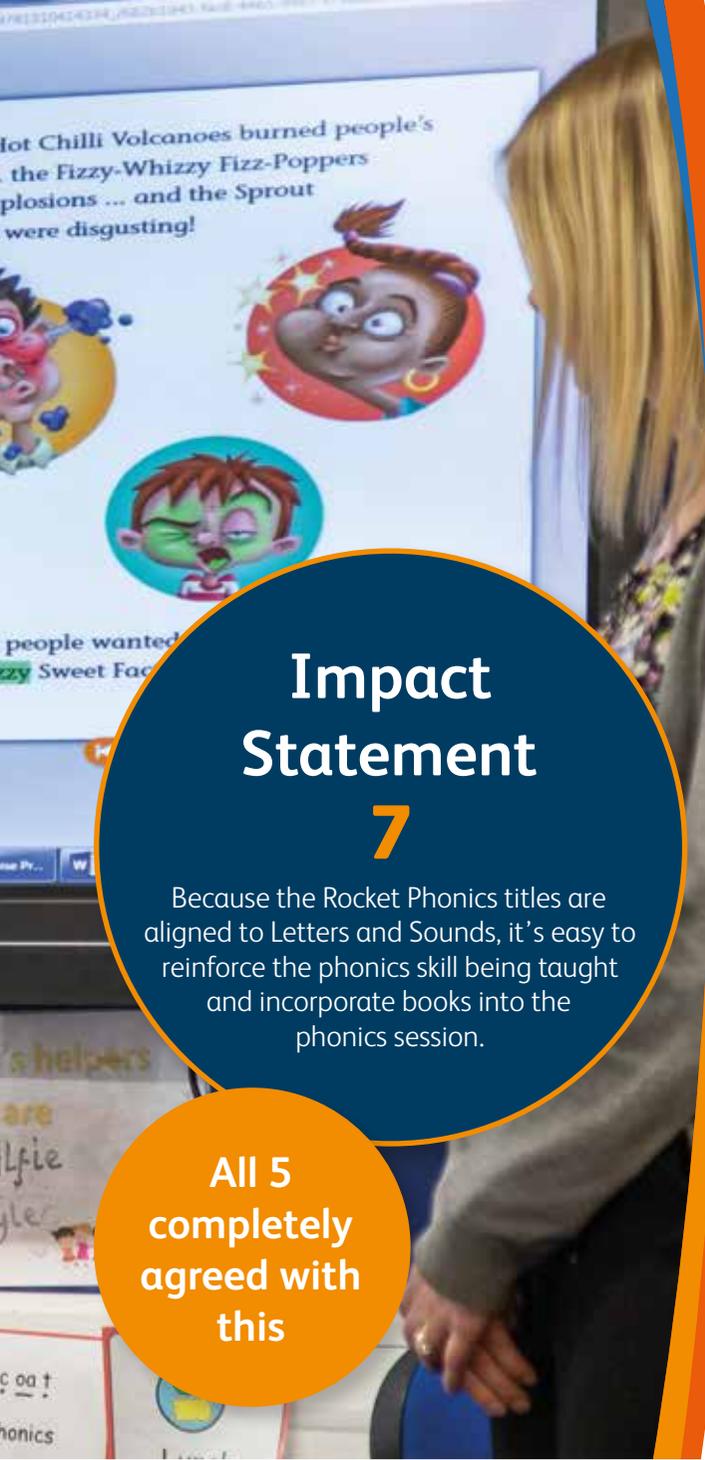
Many schools report that parental engagement can be a challenge. Sending home books that are appealing, child-friendly, and above all pitched at the right level can transform home reading.

"We also send out a parent questionnaire during parents' evening, and they said that children were more engaged and excited about reading at home, it wasn't such a chore to get them to read."

Ancaster CE Primary School

In Context

Books are tactile objects: as adult readers, we are drawn to certain books because we like the look of the cover, we flick through non-fiction books to look at the illustrations, and we are drawn to certain genres, styles and authors. Indeed, independent research indicates that: "An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)."



Impact Statement

7

Because the Rocket Phonics titles are aligned to Letters and Sounds, it's easy to reinforce the phonics skill being taught and incorporate books into the phonics session.

All 5 completely agreed with this

- ✓ Teachers agreed that the close correlation between the phonics titles, and their phonics programme, made it easy to match books to children.

Because the series is aligned to Letters and Sounds, children can practise and embed their phonics skills as they progress through the phases. For teachers, it's easy to match books to children, as they know that they won't be required to read sounds they've not yet learned.

"It's really easy to target the right sound and that helps with progression."

Wilton CE Primary School

- ✓ It was easier to track progress, and identify gaps in phonic knowledge, since adopting Reading Planet.

"We don't give them a book until they've learned the sound. The sound is in the front of the book, so it's easy to match them. They should be able to apply their phonics skills."

St. Barnabas CE First and Middle School

- ✓ Tranmoor Primary School felt that the increase from 70-82% of children passing their Year 1 phonics screening check was partly attributable to their adoption of Reading Planet.

"We have found that Reading Planet links in well with our phonics teaching."

Tranmoor Primary School

In Context

The EEF's advice notes that, when embedded in a rich literacy environment, teaching phonics is more effective than other approaches to early reading. Adopting a fully decodable phonics scheme until children have passed their Year 1 phonics check helps to build confidence, fluency and boost progress. Rocket Phonics, Reading Planet's fully decodable phonics strand supports readers as they progress from Pink to Orange book bands.

Impact Statement

8

The guidance provided means that teaching assistants need less supervision from the teacher and can play a more active role in supporting children's reading

All 5
'completely agreed'

- ✓ **The quality of TA-led reading interventions has improved as a result of the support offered in the Teacher's Guide.**

Each book has comprehension questions and key vocabulary in the inside cover, and the TA is fully supported during reading.

"It is as if the teacher is delivering the lesson."

Griffin Park Primary School

- ✓ **The photocopiables provided in the Teacher's Guide have enabled the TAs to set appropriate follow-up activities without recourse to the teacher.**

TAs at Wilton CE Primary School make good use of the photocopiables for interventions, and for follow-up activities after guided reading and phonics sessions. At Tranmoor Primary School, TAs feel more confident that they're asking the right questions and providing appropriate support.

- ✓ **TAs are more confident during guided reading sessions.**

The teaching sequence in the Teacher's Guide is comprehensive and ensures that interventions are purposeful and targeted.

"When we were observing the TAs using the resources, my colleagues were blown away by the quality of the interventions performed by our TAs. That's because they're really well supported, and the guides are extremely helpful in supporting our TAs with reading interventions or supporting group reading. It's all there for them, and it's helping their professional development too."

Ancaster CE Primary School

"Our Teaching Assistant uses the grapheme section to relate the sounds covered in the children's intervention to the books. She then uses the teacher support materials in intervention sessions."

St Barnabas CE First and Middle School

In Context

The EEF Toolkit offers clear guidance on ensuring that TAs are used effectively to boost learning outcomes, and fully prepared for their role in the classroom. When asked to describe their experiences of using TAs for interventions and group reading, all teachers commented on the use they made of the support in the reading books, and the Teacher's Guides.



Overall, on a scale of 1-10, how likely would you be to recommend Reading Planet to other schools?

Reasons given for their rating:

▶ **Ancaster CE Primary School: 10**

“We think it’s a fantastic scheme and our children, parents and teachers love it. We recommend it all the time to other schools. We recently had a ‘deep dive’ reading session with our local authority adviser and she was blown away by it.”

▶ **St Barnabas CE First and Middle School: 10**

“Reading Planet has had an extremely positive impact on reading in Key Stage 1 here at St Barnabas. Our Key Stage 1 Reading Attainment & Progress scores are improved and part of this improvement is due to our using the Reading Planet resources and using the online books in our guided reading sessions in class.”

▶ **Wilton CE Primary School: 9**

“The school went into special measures very soon after starting to use Reading Planet. Although I can’t directly link the progress we’ve made in reading and phonics to Reading Planet, it’s definitely made a difference and helped us along our school improvement journey. Having high quality, decodable phonics texts, which engage children has been a huge support to us.”

▶ **Griffin Park Primary School: 9**

“I think that Reading Planet has made a big impact on our children’s reading. We have children moving through bookbands quicker. One of the children in our target group had a starting age of 5 years 4 months in September and by the end of the year 10 years 7 months! Most of all, the children really enjoy the books.”

▶ **Tranmoor Primary School: 10**

“Since adopting Reading Planet, our Phonics pass rate has improved by 11 % to 83 % and we saw a 10 % increase in the Key Stage 1 Reading SATs results, with a 15 % increase in greater depth. Reading Planet is definitely one of the things that has helped impact our reading results.”



Reception – Key Stage 1

- ▶ 462 fiction and non-fiction books
- ▶ Lilac – White band
- ▶ Fully and highly decodable
- ▶ Teaching notes for each book

Coming Soon...

Phonics practice readers, flashcards, big books and more



Key Stage 2

- ▶ 96 fiction and non-fiction books
- ▶ Stars (Lime) – Supernova (Red+) band
- ▶ Teaching notes for each book

Coming Soon...

Dual-banded books to support struggling readers



Online Library

- ▶ Every Reading Planet book as an interactive eBook
- ▶ Self-marking quizzes for each book
- ▶ Audio and mark-up teacher tools
- ▶ Blended learning with access for home and school



Learn more at risingstars-uk.com/readingplanet

Rising Stars is part of the Hodder Education Group which includes:



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We continue to trial and review new ideas and materials as we develop Reading Planet and our other resources, constantly monitoring how well the resources work for teachers and pupils.

If you would like to share your experiences of using Reading Planet, or if you are interested in helping with research or trialling of future products, please contact Kate Mayhew at kate.mayhew@hoddereducation.co.uk

risingstars-uk.com/impactinschools

