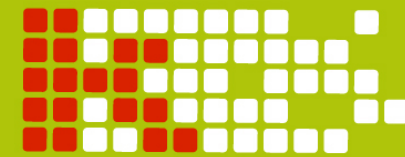


CLE – Clubes de Leitura e Escrita

Reading and Writing Clubs

25th May 2009



K'CIDADE



Clubes de Leitura e Escrita – CLE



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Goal: Prevent early school failure by promoting literacy skills and the pleasure of reading and writing



07/08

- 50 1st grade children and families
- 9 teachers
- 8 facilitators
- 10 clubs in 4 schools
- ≈ 52 sessions

08/09

- 46 1st grade children and families
- 9 1st grade teachers + 9 CLE facilitators
- 9 clubs in 6 schools
- ≈ 52 sessions

Objectives

- ✓ Provide extra support after the regular learning time;
- ✓ Accelerate general learning;
- ✓ Promote cooperation;
- ✓ Strengthen the participation of families;





Key Strategies

- Supplemental pedagogical context (it's not about “more school after school”)
- Methodical work around written language through the exploration of playful and didactic materials
- A narrow cooperation with families and teachers



Training Program - Sequences



1. Warm-up Activity
– Story Reading 35'
2. Homework 10'
3. Surprise Sentence 10'
4. Collective writing 10'
5. Sound Games 15'
6. Reading and Writing
Games 10
7. See you soon ritual



Methods

Promoters: AKF, ISPA, apFÉE, Schools, Teachers and Families.

Type of study: Quasi-experimental design in which 100 children were subjected to a pre-test and a post-test intended to evaluate their reading, writing and phonological skills.

Between the 2 tests the EG engaged in a training program designed to promote their reading and writing skills.

The EG will be subjected to a new post-test at the end of the 2nd grade.

Sample : 66 children – 33 Experimental Group (18M/15F; *M* age = 6.4 years *SD* = 5.5)
/33 Comparison Group (13M/20F; *M* age = 6.3 years *SD* = 3.4)

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Methods

Criteria: Of the 50 children chosen to be in the program we've selected for the EG 33 that went regularly to the club sessions. In the Comparison Group we've considered randomly 33 children from the same classes (children with special needs, severe behavior disturbs, or high absenteeism were not considered) .

Final Sample		Frequency	%
Experimental Group	EB1 N.º 1 de Mira Sintra	20	60,6
	EB1 N.º 109 – Eurico Gonçalves	8	24,2
	EB1 N.º 34	5	15,2
N =		33	100,0
		Frequency	%
Comparison Group	EB1 N.º 1 de Mira Sintra	19	57,6
	EB1 N.º 109 – Eurico Gonçalves	9	27,3
	EB1 N.º 34	5	15,2
N =		33	100,0



Instruments

	Pre-test	Pos-test
Evaluation of children's cognitive development - Coloured Version of Raven's Progressive Matrices Test	X	
Evaluation of children's conceptions on the relations between oral language and written language – Words Spelling Test (Alves Martins, 1996)	X	
Evaluation of children's phonological awareness – Battery Phonological Tests (Silva,2003)	X	X
Reading and writing Technical Language Test ()	X	X
Evaluation of children's knowledge of letters – Set of cards bearing the letters of the alphabet	X	X
Reading Motivation Scale	X	X
Reading and Writing Functional reasons (Children questionnaire)	X	X
Reading Test (Alves Martins, 2008)		

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Instruments

	Pre-test	Pos-test
Evaluation Scale on Reading for teachers	X	X
Parents Questionnaire		X
CLE Facilitators Questionnaire		X
Children Questionnaire		X
Teachers Questionnaire		X



Results

Data Analysis by *T*-tests for data concerning: Intelligence measure, Letters Knowledge, Invented Spellings, Motivation, Technical Language, Phonological awareness; Content Analysis

- ❑ At the pre-test the Comparison Group's performance was significantly better than that of the Experimental Group in almost every dimension (except motivation).
- ❑ At the post-test both groups were equivalent but the Experimental Group presented much higher Growth Rates than those of the Comparison Group.

CLE approach to reading and writing promotion appears to have a very strong positive effect near children who were fragile in the use of these skills

Clubes de Leitura e Escrita – Results (cont.)



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- 97% very pleased
- 97% find very much regretful CLE suppression
- 94% feel empowered to support their children's learning

- Complement
- Positive in 85% of the children
- 8 in 9 regret very much its suppression



- 100% very happy to be in the club
- 100 % of those who assisted regularly reached desired levels of proficiency
- 100 % like storybooks & reading

- All 8 described Cle as a very happy and enriching experience



Conclusions

Strengths

- Methodology
- Children involvement
- Schools, families and children receptivity
- Scientific Supervision provided by ISPA
- The interest shown by other schools in receiving the project

Weaknesses

- Parental involvement
- Articulation with classroom activities

In Process

- Certified training program for teachers
- Reading and Writing Games Manual and based Software development
- Implementation of a whole class approach grounded on CLE methodology
- Literacy Approach for Immigrant Children



Conclusions

Dimensions that require better selection of tests

1. Families literacy attitudes and habits
2. Children's Reading and Writing Motivation

Longitudinal effects to measure

1. Impact on the children's reading and writing habits