IN – Interviewer

MP - Interviewee

[Begin transcript 09:15am]

IN: Good morning, how are you doing today? (Smiling)

MP: I’m fine thank you. And you?

IN: I’m very well thank you.

My name is XXXX XXXX from XXXX University and am carrying out research on reading intervention. The aim is to know the experiences of the pupils and teachers and what difference the intervention has made in your school. Can you please introduce yourself.

MP: I am Mrs. XXXX XXXX; I work with the year 3 as a teaching assistant and I am supposed to read with every child in the class for at least 4 times a week...

IN: Okay

MP: Because of time restrictions, it’s not always easy (coughing). I do my best to try and get through them all.

IN: Okay

MP: Because I feel really strongly that reading is one of **the** most important things. If a child can’t read or struggling, they will struggle to access so many of the lessons as well.

IN: Yeah, true.

IN: So, Mrs. XXXX XXXX, I just have few questions to ask you and one of the questions is, do you think the intervention has improved the children’s um..., reading? These few days I have done, judging from what you know now and how they were before and, do you think they have improved? Do you see any improvements?

MP: Yes, I do with, a lot of them are putting more expressions into their reading now. Some of then used to be so dead pan, no expression, not putting multiple voices for every character. Some of them are now beginning to include a little bit of expression in their reading which I think it is very valuable.

IN: When you say some of them do you mean like 2 or 3 or…

MP: Again, it’s hard because I can’t honestly say I have managed to read with every child you’ve had for intervention, but they are also going for phonics intervention to help with their reading now. And I think the combination of the two is definitely having an effect.

IN: Awesome. Do you think the reading intervention has made an impact on your workload?

MP: Yes

IN: In what ways? Can you please explain how it has impacted on your workload?

MP: Um... When you’re able to actually take them out of the classroom, they’ve not got the disruption going on around them which they would have when I read with them in the classroom. So, I think that has been valuable because they have been more focused when they’ve been reading with you cause a lot of them are very easily distracted. Again, it’s not the school’s fault, (doors closing) we are very short on space and it’s so hard to find a quiet area where you can just sit and get them to focus on the task they need to be.

IN: What of the timings for the children, do you think it’s enough or would you have wanted the intervention to continue?

MP: I think they are valuable, it’s just so hard because we have to pull them out of the lesson and (gulping for air) unfortunately the ones that needs the interventions are also the ones that needs that lesson. So, they miss a big chunk of the lesson, and they have to come back to try and catch up on that but, as I said in the beginning, without reading you can’t access things anyway. So, to me, it’s more of priority that they do the reading intervention. And hopefully they can catch up the lesson that they’ve missed. (Coughing)

IN: In terms of what they have done in school, do you think they are able to. answer the questions better talking about the children.

MP: In some ways yes. Because, I think with the low ability readers, they don’t understand the words that they are reading anyways. While am sure you’ve had time to question what does that word mean? Which in the idea world, we are supposed to do with every child in class every day, but time limit just makes that impossible.

IN: So, you are saying with the reading intervention it has really helped your workload?

MP: Yeah!

IN: Okay. that’s good to know. What other thing would you like to add or say about the intervention. Any other question, any other concerns?

MP: Um ...uh, reading to me is the most important thing and its should be prioritized above anything else because if the child can’t read, he can’t access things. Whatever subject it is whether it be Math, English, Arts or whatever they are doing, they’ve got to be able to read. So, I just think it should be prioritized above everything else.

IN: In the future what do you think the school should do once this intervention is over. Would you suggest they continue with the intervention?

MP: In the ideal world, yes! There’s just not enough hours in the day or staff at school to do it.

IN: Do you think you were trained enough when you did the intervention with the children, do you think you were trained enough to do it? Do you have a formal training or …

MP: We recently started a new reading scheme called ‘Little wonder ‘which I think its and amazing scheme. Emm. The training we had was um... base watching, clips and CBeebies like that. All those clips shown into a nice quiet little room of a group of well-behaved children, no interruptions and it works for placing that system into our surroundings hasn’t been easy. I do think it’s a very good scheme, but we need to sort out a new way to spend time. I was doing the little wonder phonics at one point, but we’re not given a set room, a set place to do it. And by the time you’ve found a place which is available, to use that day, the time is gone. So, yeah, it’s a great new system and am sure it will work. I think because it started it in Early years, I think it will be a lot more valuable down there. Up here, we try to catch up with what the children should have learnt lower down the school with the other readers. So, it’s been trickly but you know, the efforts are being made to get it up and running lower down the school so that hopefully by the time they get to key stage two, they’ve got the grounding in their reading. I mean we find it now that children in the reception class are able to read a few lines and books which using the old jolly pholics, phonics system. (Excuse me). Joly phonics system. Once that is happening, it is beginning to show and come through now I think that is amazing.

IN: How about the book band, do you think the children should follow the book band?

MP: Again, all the books are new to the system. All the old books have gone, so we haven’t got many of the lower books at pre key stage 2 which again because of time means going up and down chasing to find the right books. But it is a good system and I really hope to preserve with it because it is helping.

IN: Okay. I want to say, thank you for your time MP, (Laughing). If I have further questions, I’m going to let you know. Thank you so much for taking out time to help with the intervention

MP: Okay, no Problem. Thank you so much for all that you have done when you come in because they have been valuable.

IN: You are welcome (Laughing). Alright no problem. Thank you.

[End transcript 09:28am]