A case study of reading intervention in year 3.

**Research Question 2:** What are the experiences of the pupils involved in the switch on reading intervention?

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| Sn | Theme | Codes | Quotes |
| 1 | **Enjoyment in reading the interesting and wide range of stories****Summary:**The theme of enjoyment cuts across reading varieties of interesting and exciting fun books | 1. Variety
2. Fun
3. Satisfaction
4. Interesting
5. Exciting
6. Easy to read books
7. Fun
8. Personal time with me (researcher)
 | “I enjoyed reading the books especially Crick and Crock. I enjoyed it because it’s interesting and tells us how one has a sandwich and the other one has a drink and how they shared it together. So, I can share with my friends if they have something that I don’t have”“Happy because I get to go outside with you to read one on one” |
| 2 | **Sadness in missing fun and having class work piled up during reading intervention time****Summary**The choice of learning instead of having fun or doing other class activities with other pupils brought some sense of sadness and concern | 1. Catching up
2. Left out in fun activities
3. Staying in class during dinner time
4. Shorter timings
5. Worried
6. Timings
7. Schedule after class
8. Vocabulary difficulty
 | “It is because I have to go back to class to get my work done, stay in at dinner time to complete it before going for dinner. I will be happy to get my work done before going for the intervention”“The reading intervention should be shorter because I don’t like reading that much, I like playing more” |
| 3 | **Sense of achievement and improvement from the reading intervention program****Summary**The pupil expressed achievement, self-improvement, personal development and greater phonemic awareness and comprehension  | 1. Phonemic awareness, fluency, and comprehension
2. Sense of self improvement
3. Sense of independence
4. Long term effect
5. Continuous improvement
6. Sense of value in the intervention
7. New things
8. Application of learnings
9. Personal development
 | “I can now pronounce the words correctly and also read the sentences with intonation. Mrs. Peterson (Pseudonym) the assistant teacher said that I am better at reading”“Yes, I think we should continue because I am getting better at reading” |
| 4 | **Delivery method and support helped learning****Summary**Teaching method and individual support contributed to achievement of the reading intervention objective  | 1. Individualized learning
2. Individualized support
3. Concentration
 | “I enjoy the way you teach because you tell us to go back to the word and sound it out and then blend it together” |