

TALK ABOUT IT

# READING



RESEARCH DIVISION  
Wahanga Mahi Rangahau



## THINGS TO CONSIDER

**Findings from asTTle data: On average...**

There is a rapid increase in progress in reading from Year 9 onwards.

**Related information from the Student Outcome Overview (see page 7)**

In keeping with these results, NEMP also shows that Year 8 students demonstrate a consistently higher level of performance in reading comprehension than Year 4 students.

**Findings from asTTle data: On average...**

The gap between boys and girls at Year 5 reduces significantly as they get older.

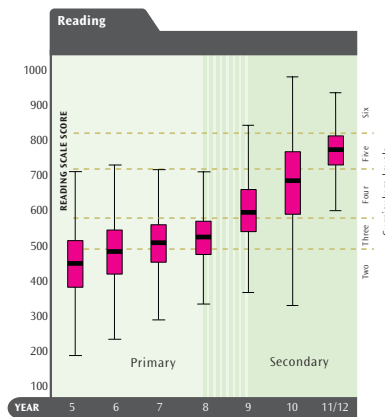
**Related information from the Student Outcome Overview (see page 7 & 8)**

Most assessment studies show that, on average, girls achieve at a higher level in reading than boys. But the evidence is mixed. NEMP and asTTle show that the gap between girls' and boys' reading achievement narrows as they progress through their schooling years; whereas PISA reports a significant and persistent disparity in reading at the age of 15, in favour of girls. As a result, further research on gender differences in reading achievement would be useful.

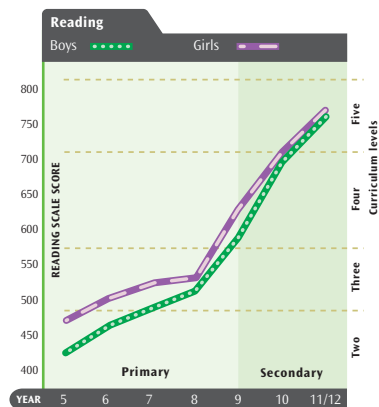
## SOME QUESTIONS TO START DISCUSSION

- What does this suggest about the way students learn to read?

**FIGURE 2.** Reading score and curriculum level by year.



**FIGURE 5.** Average reading score and curriculum level by gender and year.



- What do you know about particular groups of boys who are underachieving at your school?
- What interventions to improve reading work well for boys?

## THINGS TO CONSIDER

**Findings from asTTle data: On average...**

There are large and persistent differences between students of different ethnic groups.

**Related information from the Student Outcome Overview (see page 8 & 9)**

Results from a range of studies show that many Māori, Pākehā, Pasifika and Asian students, as well as students from other ethnic groups, achieve at a high level in reading. However, on average, Pākehā and Asian students perform better than their Māori and Pasifika peers across all schooling years.

**Findings from asTTle data: On average...**

Students who usually or always speak English at home have higher reading scores across all years.

**Related information from the Student Outcome Overview (see page 9)**

This is consistent with the findings from other studies such as NEMP and PIRLS.

**Findings from asTTle data: On average...**

Students do not perform as well in reading in decile 1 schools than in other schools.

**Related information from the Student Outcome Overview (see page 10)**

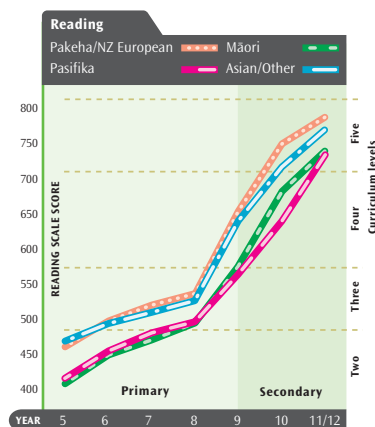
Although studies conducted in the period 2000-2004 have found some relationship between school decile and reading achievement, very recent findings show that significant improvements can be made through carefully targeted initiatives in low decile schools.

Generally, the spread of achievement is wide within individual schools – this means that every school is likely to be working with a diverse range of student achievement and ability.

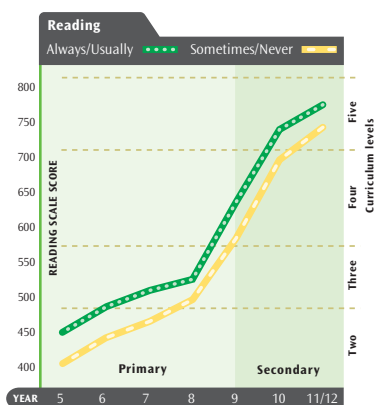
## SOME QUESTIONS TO START DISCUSSION

- What does this suggest about our teaching?
- What information is there to help to teach Māori and Pasifika students to read more effectively?

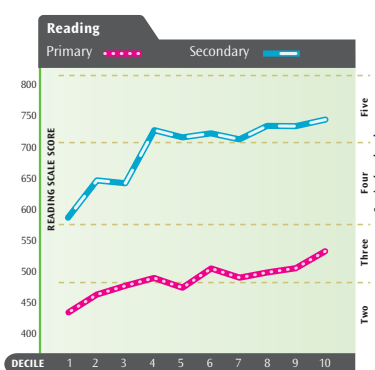
**FIGURE 6.** Average reading score and curriculum level by ethnicity and year.



**FIGURE 7.** Average reading score and curriculum level by frequency of English spoken at home and year.



**Figure 8.** Average reading score and curriculum level by school type and year.



- What does this mean for us as teachers?
- What does this suggest about our teaching?

- What do you know about the range of achievement within your school?
- How can teachers use tools like asTTle and the Curriculum Exemplars to meet a range of needs within the classroom?