

How Reading Eggs improved standardised scores and Lexile growth in students



Enabled by built-in progress tracking and motivational rewards



School: Ysgol Iau Hen Golwyn

Teacher: David Wynne | **Role:** Assistant Headteacher

Students: 238

About the school: Ysgol Iau Hen Golwyn is a junior school in Old Colwyn, Colwyn Bay, Conwy (Wales, U.K.). Most students live locally and around 36% of students are eligible for free school meals. This is above the average for Wales. There are currently 238 students on roll. There are eight classes, two per year group, taught by nine full-time teachers. Three full-time and one part-time learning support staff assist them. The school currently identifies around 29% of students with additional learning needs. This is in line with the national average. Very few students come from ethnic minority backgrounds and only one student receives support for English as an additional language. Very few students speak Welsh at home.

The challenges

The school wanted a resource that incorporated all the five essential elements of a successful reading program: phonemic awareness & phonics, fluency, vocabulary, and text comprehension.

The profile of students at the school is becoming more complex. There are multiple reasons for this – most notably the impact and lasting effects of Covid-19 on students' well-being, mental state of mind and their delayed learning development due to lockdowns. David wanted the school to embrace new teaching and learning practices that allow for differentiation and personalised learning.

The solution

The school chose Reading Eggs to improve the development of reading skills and enhance the progression of reading ages in Key Stage 2 students through both school and home use.

David Wynne, the Assistant Headteacher, found that students at the school were really engaged with Reading Eggs and had fun learning with the program. "By merging the process of learning to read and the development of comprehension skills with a gaming type experience, the students feel like they are not doing school work and feel that they are playing and gaming, not realising that they are learning."

During the last academic year:

Students at the school spent

115,874

minutes learning on Reading Eggs

Students at the school read

763

eBooks from the Library

Average Lexile Growth of

121

per student

Students have even been asking for additional time on Reading Eggs! David told us "Students will frequently ask to use Reading Eggs if/when they have completed other classwork during the week – this reflects the enthusiasm students have for the program. Reading Eggs recognises the importance of student motivation in improving student learner progress and presents age-appropriate, motivational elements that will increase students' time-on-task."

The built-in motivators in Reading Eggs encouraged students at the school to keep going and reward them for their effort and achievements. David explained that this was highly effective: "The wide variety of rewards (such as eggs, trophies and avatars) within the program, together with the highly interactive



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nature of the learning activities makes Reading Eggs a compelling learning experience for young learners. The age-appropriate reward systems focus on activities that children enjoy. The reward systems are high-interest, compelling and child-centred and are activated on completion of learning. The students are motivated by this and it has a positive impact on interest and engagement, attention and most importantly learning outcomes.”

Reading Eggs is also helping to bridge the gap between school and home learning and enabling parent involvement. David explains, “Web-based learning provides the flexibility to allow parents to be involved in their children’s academic success and makes it easier for parents to be involved in their children’s learning.”



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The Library in Reading Eggs, with 3500+ books, gives students at the school much more choice and variety than before. “No longer restricted to a selection of reading boxes in the classroom, students can choose from thousands of books to read. Library e-books provide level-specific text complexity demands with engaging levelled questions for each book to assess the child’s reading comprehension once the book is completed.” The ability for teachers to assign books from the Library to personalise learning has also been useful, as well as the detailed reporting.

Lexile level is a key indicator of progress used in the school and ensures students are reading at the right level. “Using book bands, a teacher can quickly place students at the right level in the Reading Eggspress program. Lesson books increase in Lexile difficulty as students progress through the program and teachers can chart progress through the wide range of reporting tools available. The table makes it easy to keep track of colour bands and Lexile range. By telling students their Lexile level, they can search the wide range of fiction and nonfiction books in the Library by Lexile level. Research tells us reading “at the right level” enables confidence and a lifelong love of reading.”

The following results emerged from last academic year’s use of Reading Eggs:

Student	ALN/FSM*	Ability	Standardised score change	Lexile Growth	Time spent (hr min)
AW		High	+4	28	15hr 9mins
CEP	IDP/Autism	Middle	+2	125	17hr 18mins
DT		High	+12	162	18hr 34mins
EA	Visually impaired	Middle	+2	518	22hr 2mins
ED		High	+3	48	16hr 30mins
JC	IDP/FSM	Low	0	186	11hr 25mins
LD	Autism	Middle	+8	214	47hr 3mins
YS	EAL	Low	+6	214	47hr 3mins
Class average			+1.9	121	10hr 25mins

*Additional Learning Needs (ALN)/ Free School Meals (FSM)

The additional reporting elements in Reading Eggs have also been a huge benefit for David and other teachers at the school. “In the ‘Teacher Dashboard’ I have been able to monitor the hours students have spent on Reading Eggs, the number of comprehension ‘Lessons’ completed, quizzes taken and the ‘Lexile Growth’ of each student. This provides invaluable data for a teacher.”

Going forward, David plans to encourage parental engagement by promoting the use of Reading Eggs with parents through letters/ClassDojo messages and parents’ evenings and hosting an information evening for incoming Year 3 parents about the use of Reading Eggs and the benefits of supporting their child with this homework.

The school are now in their third year of using Reading Eggs and usage is still going strong. During the last school year, students spent 115,874 minutes learning with Reading Eggs, Reading Eggspress and Fast Phonics, completing 2,661 Lessons and competing in 2,674 Stadium games.



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See also, David’s research study on Reading Eggs.

