

## Literacy Experiences during Lock-Down and Reading Progress after Two Years of School

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13th Educational Psychology Forum  
1 – 2 February 2021

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### The Context

- Literacy - an enabling skill in modern society.
- Not all young people in New Zealand experience successful literacy outcomes<sup>1</sup>.

<sup>1</sup>OECD (2019). PISA 2018 Results (Volume 1): *What students know and can do*. PISA, Paris: OECD Publishing. <https://doi.org/10.1787/5f07c754-en>.

### The Context

- 2020 has been a unique time for all, and with respect to schooling, this has led many full-time working parents to also become full-time teachers.
- Are there links between the rise in online learning and the need for more learning at home in 2020 and children's literacy progress?

### The Overall Study Design...

	2017	2018	2019	2020
Cohort 1	School entry → monthly progress 1 <sup>st</sup> 6 months at school	After 1 year at school	After 2 years at school (n = 43)	-
Cohort 2		School entry → monthly progress 1 <sup>st</sup> 6 months at school	After 1 year at school	After 2 years at school (n = 51)

After 1 year of school:  
N = 105

After 2 years of school: n = 94

### Research-Informed *and* School-Used Study Measures

School Entry	Progress Monitoring	After 1 year	After 2 years
Oral language & emergent literacy (PELI) <sup>1</sup>	Early literacy <sup>2</sup> & beginning word reading <sup>3</sup>	Early reading skills <sup>4</sup> Pseudoword spelling <sup>5</sup> Word reading <sup>6</sup> Book level Overall teacher judgments	Pseudo word spelling <sup>5</sup> Word reading <sup>6</sup> Passage reading (Decodable <sup>7</sup> & Levelled <sup>2</sup> ) Reading comprehension <sup>4</sup> Listening comprehension <sup>4</sup> Book level Overall teacher judgments
			<b>And in 2020...</b> <b>Teacher reported</b> Progress before and after lockdown Teaching activities during lockdown <b>Parent reported</b> Engagement in literacy learning at home during lockdown <sup>8</sup>

<sup>1</sup>Carroll et al., 2018; Cameron et al., 2020

<sup>4</sup>WIAT-III<sup>A&NZ</sup> Standardised

<sup>7</sup>Shinn, nd

<sup>2</sup>Good & Kaminski, 2011

<sup>5</sup>Torgesen & Bryant, 2004

<sup>6</sup>Schaughency et al., 2015

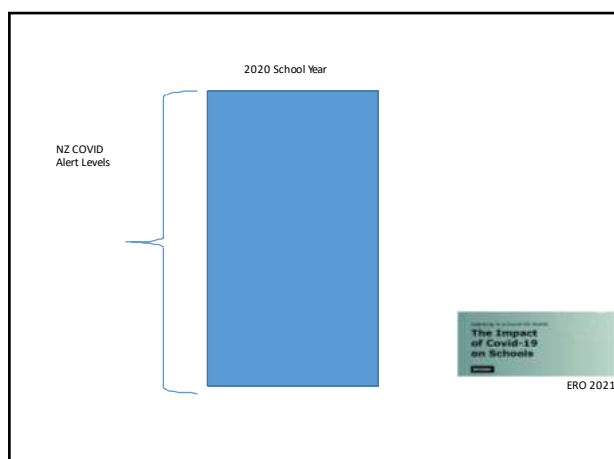
<sup>8</sup>Schaughency et al., 2013

### Participants after 2 Years of School

	2019	2020
	n = 43*	n = 51*
Schools	12 Schools, Decile 6 - 10	8 Schools, Decile 2 - 10
Age	M = 7 yr 1 mo 6 yr 11 mo – 7 yr 3 mo	M = 7 yr 4 mo 7 yr 0 mo – 8 yr 2 mo
Gender	25 boys (58.1%) 18 girls (42%)	25 boys (48.1%) 26 girls (51%)
Ethnicity (total response)	90.7% NZ European 7% Māori 2.3% Cook Island Māori 4.6% Asian 7% Other	90.4% NZ European 17.3% Māori 3.8% Cook Island Māori 5.7% Asian 5.8% Other

\*4 children left Dunedin

\*2 Children left Dunedin



## Lockdown..

### Parents reported:

- ❑ The majority of children did not attend school across Levels 4 and 3.
  - Estimated range ~2 months- ~ 3 months (March/April→May/June).

### Teachers reported:

- ❑ Most described engaging in online teaching (94.7%), e.g.,
  - Zoom (63.2%); Seesaw (47.4%).
- ❑ Some teachers specified they spent time doing 'check ins' with a focus on wellbeing (26.3%)
  - Some explicitly stated they checked in with families.

## Initial questions

What is the relation between children's literacy progress before and after lockdown?

- ❖ In 2020?
  - Do we see evidence of a "summer slide"?
- ❖ What is the relation between children's literacy progress in Year 1 and Year 2?
  - Does this differ from relations observed in Cohort 1?

## Teacher ratings in different cohorts

### Before Lockdown

#### After 2 Years of School in 2019

#### After 2 Years of School in 2020

	Well-Below	Below	At	Above
Reading	0%	14.0%	53.5%	32.6%
Writing	2.3%	20.9%	60.5%	16.3%

	Well-Below	Below	At	Above
Reading	5.9%	29.4%	33.3%	31.4%
Writing	9.8%	29.4%	47.1%	13.7%

	Below Target (<17)	At/Above Target (>16)
Book Level M = 20.02 Range 3-30	14.3%	85.7%

	Below Target (<17)	At/Above Target (>16)
Book Level M = 17.64 Range 3-27	27.5%	72.5%

## Teacher ratings in different cohorts

### After Lockdown

#### After 2 Years of School in 2019

#### After 2 Years of School in 2020

	Well-Below	Below	At	Above
Reading	0%	14.0%	53.5%	32.6%
Writing	2.3%	20.9%	60.5%	16.3%

	Well-Below	Below	At	Above
Reading	3.9%	15.7%	45.1%	35.3%
Writing	5.9%	23.5%	54.9%	15.7%

	Below Target (<17)	At/Above Target (>16)
Book Level M = 20.02 Range= 3-30	14.3%	85.7%

	Below Target (<17)	At/Above Target (>16)
Book Level M = 20.78 Range= 5-28	21.6%	78.4%

## Teachers' Ratings of Progress Before and After Lock down – cohort 2

### Literacy Progress

Overall Teacher Judgements  
 Reading OTJ:  $r = .89^{**}$ ,  $p < .01$ .  
 Writing OTJ:  $r = .90^{**}$ ,  $p < .01$

Overall, children's teachers in 2020 rated children's progress to be similar before and after lockdown

Book level  
 $r = .94^{**}$ ,  $p < .01$ .

### Key Competencies

Thinking:  $r = .90^{**}$ ,  $p < .01$ .  
 Managing self:  $r = .90^{**}$ ,  $p < .01$ .  
 Relating to others:  $r = .86^{**}$ ,  $p < .01$ .  
 Using language:  $r = .91^{**}$ ,  $p < .01$ .  
 Participating and contributing:  $r = .89^{**}$ ,  $p < .01$ .

### Relations between Teacher Judgments of Progress After 1 and 2 Years of School for Cohorts 1 and 2

	Cohort 1 After 2 Years of School 2019	Cohort 2 After 2 Years of School 2020	
		Pre Lockdown	Post Lockdown
OTJ Reading	$r=.65$	$r=.64$	$r=.59$
OTJ Writing	$r=.48$	$r=.47$	$r=.53$
Book Level	$r=.78$	$r=.67$	$r=.65$

Note: All  $p$ 's  $<.01$

Children's teachers' rated literacy progress after 1 and 2 years of school also correlated.

### Learning at Home During Lockdown..

#### Previous research:

- ❖ Not all children demonstrate a summer slide...
  - However, some children more likely to exhibit a summer slide than others†...

*Therefore, future analyses are needed to more closely examine whether results differ for different learners.*

- ❖ Literacy progress in Year 2 is a function of:
  - children's literacy skills in Year 1
  - child led literacy learning in Year 2‡

†Tiruchittampam et al., 2018

‡Schaughency et al., 2013

### Learning at Home During Lockdown..

#### Parents also described:

- ❖ how often children engaged in literacy activities at home
- ❖ who typically initiated these activities (e.g., parent, child, or both?)

#### *Future analyses will more closely examine inter-relations between:*

- ❖ Children's literacy skill development in their first year of school
- ❖ Children's home literacy activities during lockdown
- ❖ Children's literacy competencies after two years of school

### Thank you for listening.

*He Pātai?*

**Acknowledgements**  
*We wish to gratefully acknowledge the children, families, and schools contributing to this research.*

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