

Are phonic screen scores in Year One an indicator of how children with a hearing loss can read for meaning?

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May 2013

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This dissertation is submitted in partial fulfillment of the requirements governing the award of Master of Arts in Educational Studies

Abstract

The purpose of this thesis is to discover whether or not the Year One phonic screen is an indicator for how well children with a hearing loss read for meaning. Inspiration for this came from a personal interest in reading, the debate surrounding the use of synthetic phonics, and the fact that this tied in with the Specialist Sensory Education Team Service Improvement Plan for 2012/13. The research concentrates on seven children who did not meet the criteria on the first phonic screen (June 2012). This allowed for a comparison to be made regarding the progress between the first and second phonic screen. Primary research was conducted using both quantitative and qualitative methods. A number of tests were administered between December 2012 and March 2013, including the second phonic screen, the New Salford Sentence Reading Test (2012) and the British Picture Vocabulary Scales III (2009). An initial questionnaire was devised in order to establish the demographic of the children involved in the study. The children were then interviewed to ascertain their views on reading, and a questionnaire was sent out to all the schools involved to find out the views of the teachers. The results of this data set indicate that there was no significant correlation between the phonic screen and reading comprehension, and that in order to establish a link further longitudinal research is necessary.