



Every Child a Reader:

the results of the  
third year...



*A unique collaboration between*

*Charitable trusts · The business sector · Government*

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# Executive summary

**The project** *Every Child a Reader* began as a three year (2005-8), £10 million pilot project that aimed to show that, with the right resources, it is possible to tackle the literacy difficulties that blight many children's lives – particularly those of children who live in poverty.

Last year approximately 30,000 children in England – 5.5% of eleven year olds – left primary school to go into secondary education without even the most basic skills in English. For boys the percentage was even higher, with nearly 9% at this level in reading. The children involved are predominantly socially disadvantaged.

*Every Child a Reader* is an initiative designed to tackle these children's difficulties. Its first three pilot years were supported and funded through a unique collaboration between charitable trusts, the business sector and government. The partners were the Department for Children, Schools and Families (DCSF), the University of London Institute of Education, the KPMG Foundation, Man Group plc Charitable Trust, the Esmée Fairbairn Foundation, SHINE, the Indigo Trust, the JJ Charitable Trust and the Mercers' Company. The DCSF match-funded donations from business and trusts with £5.05 million over three years.

The initiative, now being rolled out nationally by government, funded highly-skilled Reading Recovery teachers in primary schools, to provide intensive individual help to children most in need. The aims were to:

- demonstrate the effectiveness of Reading Recovery as an intervention for children who would otherwise not learn to read;
- explore the potential for Reading Recovery teachers to support tailored literacy teaching more broadly within a school, with an impact beyond those receiving intensive one-to-one support;
- secure sustainable and long term investment in early literacy intervention.

This report evaluates the outcomes of the third and final year of the three-year pilot. In the 2007-8 school year the *Every Child a Reader* funding partnership provided a total of £4,514,600 million in funding to 31 local authorities and 489 schools for 520 Reading Recovery teachers.

The local authorities involved were *Barking and Dagenham, Birmingham, Bradford, Brent, Bristol, Devon, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Hull, Islington, Kent, Lambeth, Lewisham, Kirklees, Leeds, Leicester, Liverpool, Manchester, Middlesbrough, Newham, Nottingham City, Sandwell, Sheffield, Southwark, Surrey, Swindon, Tower Hamlets, Waltham Forest and Wolverhampton.*

Government also provided additional funding for teachers to train in seven further local authorities – *Cambridgeshire, Derbyshire, Enfield, Peterborough, Reading, Tameside and Wirral.*

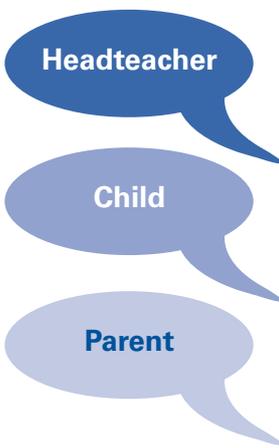
## The effectiveness of Reading Recovery

In the schools funded through the programme, children receiving Reading Recovery lessons made on average a gain of 21 months in reading age in 4 - 5 months of teaching – well over four times the normal rate of progress.

In 2007-8, 5276 six-year-old children received Reading Recovery teaching funded through the project. 3259 children finished their series of lessons; 1678 children began their Reading Recovery lessons towards the end of the year and are still being taught. 339 children were unable to complete their lessons, for example because they left the school or because of teacher illness or maternity leave.

The children who finished their lessons moved on average from a reading age of 4 years 10 months to a reading age of 6 years 7 months after just 41 hours of 1-1 teaching. Their writing also improved markedly.

The programme has contributed to narrowing the gender gap and the social class attainment gap in the schools involved. The children receiving Reading Recovery in *Every Child a Reader* schools were predominantly boys (60%). They were also socially disadvantaged, with just under half eligible for free school meals compared to a national average of less than one in six. 8% were members of groups recognised as being particularly vulnerable: looked after children, children from Traveller communities, asylum seekers or refugees.



Headteacher

Child

Parent

**'The programme has made a huge difference to the lives of the children who have been fortunate enough to have access to it.'**

**'When I started I found reading difficult. Now I can read lots of books, I feel good inside me and I feel proud of myself.'**

**'His confidence has really improved. He would only read to myself or his dad at one stage but the other day he actually read a whole book to his grandmother and the look on his little face when she said how good a reader he was brought a lump to my throat.'**

## The impact on whole-school standards

Standards rose for all children in *Every Child a Reader* schools, not just those directly taught, because of the presence of a skilled literacy expert in the school. In schools with an experienced Reading Recovery teacher, there was a four percentage points increase in children achieving nationally expected levels in reading at the age of seven, and a three percentage points increase in writing, whilst nationally results remained static.

The Reading Recovery teachers were able to help class teachers assess children's precise learning needs and adapt their teaching accordingly. They also introduced a range of extra support programmes for children who were struggling, and provided training and support to the adults delivering these 'layered' interventions – usually teaching assistants.

## Innovation

Schools and local authorities have continued to develop the *Every Child a Reader* programme in innovative ways. From collaboration across clusters of schools, through phonics developments and schemes to develop children's oral language skills, to the involvement of the local business community, they have made *Every Child a Reader* their own, matching it to local circumstances and needs.



## Reliability

Finally, the *Every Child a Reader* programme has shown that, because of the in-built infrastructure for quality assurance, it can continue to deliver reliable results as it scales up. The number of children directly involved grew from 1838 to 5276, but the impact remained consistent. This augurs well for the national roll-out that has now begun, and the 30,000 children a year who will benefit by 2011.



# Introduction and background

## The purpose of this report



***Every Child a Reader* began as a unique collaboration between charitable trusts, the business sector and government. It aimed to show that, with the right resources, it is possible to overcome the literacy difficulties that blight the lives of many children and adults.**

The three-year (2005-8), £10 million pilot initiative has funded highly-skilled Reading Recovery teachers to provide intensive help to children who, after one year of schooling, are struggling to learn to read and to write. The immediate aim was to reach 5,000 children, particularly those living in areas of high social deprivation.

This report evaluates the outcomes of the third and final year of the pilot.

### **Section 1**

reports on the impact of Reading Recovery, presenting the results for the individual children supported through the programme.

### **Section 2**

reports on the impact of *Every Child a Reader* on whole-school standards.

### **Section 3**

describes the links between *Every Child a Reader* and effective phonics teaching.

### **Section 4**

reports on innovative school practice in working with parents.

### **Section 5**

describes developments in schools that make sure children maintain their gains over time.

### **Section 6**

looks at innovation in local authorities:

## Activity this year

In 2007-8 the *Every Child a Reader* funding partnership provided a total of £4,514,600 million in funding to 31 local authorities and 489 schools for 520 Reading Recovery teachers.

Eleven new local authority Reading Recovery 'Teacher Leaders' were trained at the University of London Institute of Education.

The local authorities involved were *Barking and Dagenham, Birmingham, Bradford, Brent, Bristol, Devon, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Hull, Islington, Kent, Lambeth, Lewisham, Kirklees, Leeds, Leicester, Liverpool, Manchester, Middlesbrough, Newham, Nottingham City, Sandwell, Sheffield, Southwark, Surrey, Swindon, Tower Hamlets, Waltham Forest and Wolverhampton.*

Government also provided additional funding for teachers to train in seven further local authorities – *Cambridgeshire, Derbyshire, Enfield, Peterborough, Reading, Tameside and Wirral.* 33 training groups of Reading Recovery teachers ran this year – that's around 330 new teachers, bringing the numbers of children receiving Reading Recovery in England to well over 5,000, with many more benefiting from the 'layered' interventions' that experienced Reading Recovery teachers support in their schools.

Local authority and school leaders were supported in sharing effective practice through a termly newsletter and a regularly updated website with case studies, research summaries and news. To help with the national roll-out of *Every Child a Reader* we also compiled for the Primary National Strategy a 'toolkit' of materials for local authorities who are new to the programme. This is based on our experience of good practice to date and includes local authority and school case studies plus materials for local publicity and launch events.

We have maintained a focus on developing the potential of Reading Recovery teachers to support a range of literacy interventions of varying intensity in their schools. To this end, all the new *Every Child a Reader* Teacher Leaders were trained in the Better Reading Partnership approach, the Fischer Family Trust Wave 3 intervention and the Talking Partners intervention to develop children's oral language skills.

May 2008 saw the publication of the *Every Child a Reader* evaluation that followed up children with literacy difficulties in school Year 1 to the end of school Year 2, in schools with and without Reading Recovery. The report showed that children who had received Reading Recovery maintained their gains, and outperformed the national average in their end of Key Stage 1 assessments. Press coverage was extensive and very positive, with coverage on the BBC, Channel 5, The Times, Telegraph, Guardian, Observer, Sun and Times Educational Supplement.

We continue to encourage local authorities to promote *Every Child a Reader* vigorously - the aim being to secure well embedded local support for the programme. Teacher Leaders have taken up this challenge effectively, involving local MPs and elected members in a variety of local celebration events and providing opportunities for them to visit schools, watch Reading Recovery lessons and meet with teachers and headteachers.

In September 2008 we handed over the delivery of *Every Child a Reader* in its entirety to government. The new Every Child a Chance Trust charity will continue to have some involvement through an *Every Child a Reader 2* programme, which will run for two years from September 2008 until August 2010. Through this programme, we will:

- Independently monitor and evaluate the national roll out of Every Child A Reader in schools and local authorities;
- Contribute expertise to shaping the national roll-out;
- Add value to the government's expansion of the programme by intensifying activity in targeted geographical areas where funders have interests;
- Develop and implement an accreditation/award scheme for schools;
- Set up a long term evaluation of the impact of Every Child A Reader through to age 16;
- Fulfil a continued communications strategy;
- Fulfil a continued advocacy function.

## Sources of information

The programme has three strands of monitoring and evaluation.

1. Information collected routinely as part of the Reading Recovery National Network Annual Monitoring procedure. This covers all schools in England with Reading Recovery teachers. It has been supplemented by data on whole-school standards provided by government.

2. An evaluation commissioned by *Every Child a Reader* from the University of London Institute of Education. The Institute of Education were asked to evaluate the impact of the programme in 20 schools in London. The aims of this evaluation were:

- to evaluate the effectiveness of Reading Recovery in raising the literacy achievements of struggling readers in Year 1 and to monitor their sustained improvement at the end of Key Stage 1 (Year 2);
- to explore the impact of Reading Recovery on other aspects of children's behaviour and attitudes at school;
- to explore the impact of Reading Recovery on Year 1 classes having access to Reading Recovery for the weakest readers;
- to evaluate the wider impact on the teaching and learning of literacy in Key Stage 1 of a Reading Recovery teacher who takes on a literacy leadership role.

The first year of this evaluation (2005-6) compared schools/classes with and without Reading Recovery provision, and children who received Reading Recovery with those who did not. In 2006 -7 children selected for Reading Recovery in school Year 1 were monitored at the end of school Year 2, and their progress compared with those of similar children in schools where the programme was not available.

3. Qualitative data from progress reports collected termly by the KPMG Foundation from participating schools.



## Section 1:

# The impact of Reading Recovery on individual children

**In the schools funded through the programme, children receiving Reading Recovery lessons made on average a gain of 21 months in reading age in 4-5 months – well over four times the normal rate of progress. These were the hardest to teach children in schools where it is hardest to raise standards. The results achieved match those achieved in 2006-7 with a third as many children, and demonstrate the robustness of the programme as it grows in scale.**

### Reading Recovery

Reading Recovery is a short-term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance nationally for their age.

This section of the report examines Reading Recovery pupil outcomes for the schools supported by *Every Child a Reader* funding during the 2007-8 school year.

### Information from the Reading Recovery National Network annual monitoring procedure

The information reported here was collected as a part of the Reading Recovery National Network's routine monitoring procedure. In this procedure, Reading Recovery teachers enter details of every pupil they directly teach into an international database, together with the results of the initial assessments they have carried out. At the end of the programme each pupil is independently re-assessed by another teacher in the school and outcomes again recorded on the database.

### The implementation

In the 2007-8 school year one-to-one Reading Recovery teaching was provided to 5276 children in England. At the point of data collection in July 2008, 3259 children had completed their series of lessons and 1678 had started Reading Recovery part-way through the year, so were due to continue into 2008-9. 339 children were unable to complete their lessons, either because they left the school or because the school was unable to continue to provide Reading Recovery – for example, because of teacher illness or maternity leave.

Nearly half of the teachers involved in 2007-8 were in their first year of training as a Reading Recovery teacher.

Reading Recovery is a short-term intervention, and there is an imperative for teachers to work briskly. Children completed their series of lessons in an average of 82 lessons. This equates to an average of 41 hours of 1-1 teaching.



### The children's profile

Almost two out of three (60%) of children taught were boys. Nearly a third (29%) were learning English as an Additional Language, compared to a national figure of 14% in the overall primary population. A high proportion came from a range of minority ethnic groups (40%, compared to 23% in the total primary population).

Just under half the cohort (46%) were entitled to free school meals, compared to 15% in the national primary school population.

8% were from groups recognised as being particularly vulnerable: looked after children, children from Traveller communities, asylum seekers or refugees.

Most children were identified for intervention in school Year 1. 70% were in Year 1 and 29% in Year 2 when their lessons began.

### Literacy levels at the start of the programme

Children in *Every Child a Reader* had exceptionally low levels of literacy on entry to Reading Recovery. They scored at the lowest possible level on a word reading test.

Detailed assessment using the standard Reading Recovery diagnostic profile (*An Observation Survey of Early Literacy Achievement, Clay 2002*) showed that typically they had learned a number of letters and a small repertoire of words, but were not able to use that knowledge in text reading or writing.

**Table 1**

Scores on Observation Survey tasks at entry to Reading Recovery: children who had completed their lessons<sup>1</sup>

<b>Number of children</b>	3,253
<b>Reading Recovery Book Level</b>	1.1
<b>Letter identification</b>	39
<b>Concepts About Print</b>	10.6
<b>Word reading test</b>	5.9
<b>Writing Vocabulary</b>	8.7
<b>HRSIW*</b>	17.4
<b>British Ability Scales Reading Age</b>	4 years 10 months

\* HRSIW is the Hearing and Recording Sounds in Words writing assessment.

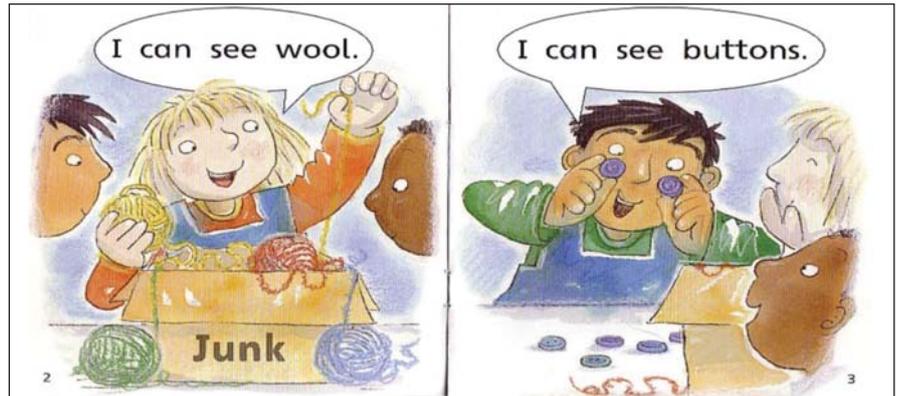
<sup>1</sup> Tables provided by the National Data Centre at Ohio State University

## Outcomes

In spite of the children's very low starting point, and the fact that nearly half of the teachers involved were in their first year of training, outcomes were excellent. Children moved from the lowest recordable reading age in the assessment to one at least commensurate with their chronological age. They made, on average, 21 months gain in reading age in a period of four to five months. This is well over four times the 'normal' rate of progress. It matches the average gains made in 2006-7 with a smaller group of children.

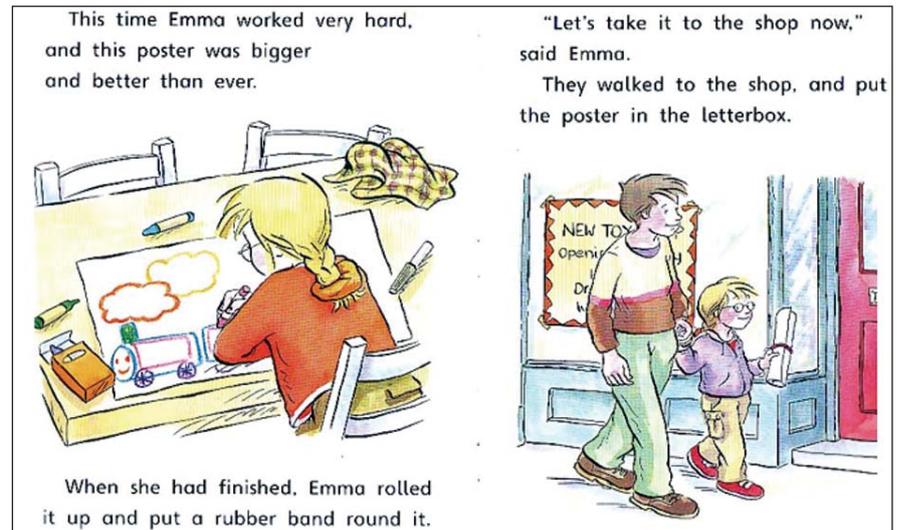
In terms of the complexity of texts they could read, they had moved, over the space of 12-20 weeks, from barely being able to read texts like this:

Example of a Book Level 1 text *Josie and the Junk Box*, Rigby



to being able to read texts like this:

Example of a Book Level 15 text *Try Again, Emma*, Ginn



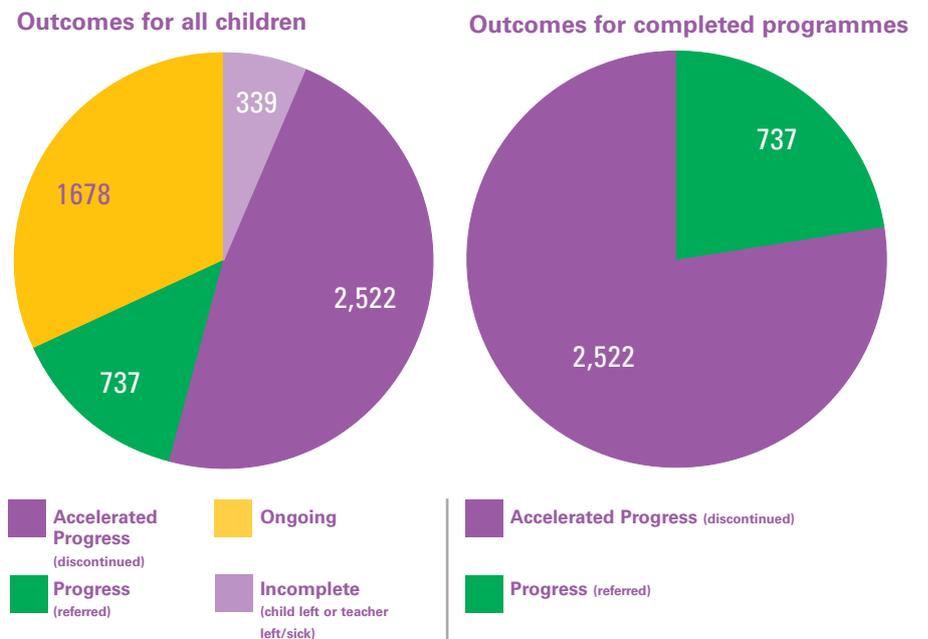
In national curriculum terms, the children moved from a level 'W' (working towards National Curriculum Level 1) to Level 1A. Level 1A would put them well on track for achieving Level 2+ (the nationally expected benchmark) at the end of Key Stage 1, when they are seven. In terms of the phases of phonic development set out in government guidance<sup>2</sup>, they had progressed from Phonic Phase 1 – 2 to Phonic Phase 5.

<sup>2</sup> Letters and Sounds (2007) DCSF: London

These are average figures, based on the change in reading and National Curriculum levels over the whole sample. Another way of looking at the results is to use a 'threshold' measure – the proportion of children who achieved what in Reading Recovery terms is called 'accelerated learning' and for whom help can be discontinued. Over three quarters (77%) of the children who completed their series of lessons achieved this accelerated learning. 23% made substantial progress (twelve months progress in reading age over five months' teaching) but were felt to need some further help from the school when they ended their lessons. In Reading Recovery terminology these children are described as 'referred' for longer-term support. Again, the percentage of children achieving accelerated learning matches that achieved in 2006-7, demonstrating the robustness of the programme as it grows in scale.

Figure 1 shows the breakdown of children achieving accelerated progress (discontinued), children making progress but referred for further help, children whose programmes were incomplete and children whose programmes started towards the end of the year and are still ongoing.

**Figure 1: Numbers of children achieving outcomes**



Girls made better progress than boys. 81% of girls achieved accelerated progress (discontinued), compared to 75% of boys. White British pupils did less well than pupils from most minority ethnic groups, with the exception of Traveller pupils. 82% of pupils learning English as an Additional Language achieved accelerated progress, compared to 75% of pupils with English as their first language. The percentage of children achieving accelerated progress was, not surprisingly, higher for experienced teachers than for those in training. 79% of children taught by experienced teachers achieved accelerated progress, compared to 74% of those taught by teachers less experienced in Reading Recovery (that is, still in their initial year of training).

<sup>2</sup>Letters and Sounds (2007) DCSF: London

Children who achieved accelerated progress missed fewer available lessons (20%) than children who were referred for longer-term support (25%). Of the lessons missed, 8% reflect teacher absence or the teacher's Reading Recovery time being used to cover other duties in school. The remaining lessons missed - between 12% and 17% - reflect pupil absence. This is two to three times the absence rate in the general primary population, which stood at 5.2% in 2007.

The detailed assessments carried out at the beginning and end of children's Reading Recovery programmes provide information on the particular skills they developed as a result of their lessons. The profile of scores shows that children had expanded their repertoire of known words, letters and sounds, and were now applying this knowledge in reading continuous text. Their writing skills also improved markedly.

**Table 2**

**Progress on *Observation Survey* tasks for all children who completed Reading Recovery**

	<b>Entry</b>	<b>Exit</b>
<b>Number of children</b>	3,253	3,235 with full data
<b>Reading Recovery Book Level</b>	1.1	15.5
<b>Letter identification</b>	39	51.2
<b>Concepts About Print</b>	10.6	18.8
<b>Word reading test</b>	5.9	20
<b>Writing Vocabulary</b>	8.7	38.1
<b>HRSIW*</b>	17.4	33.5
<b>British Ability Scales Reading Age</b>	4 years 10 months	6 years 7 months

\* HRSIW is the Hearing and Recording Sounds in Words writing assessment.

Children receiving Reading Recovery are routinely followed up after they have finished their programmes, to make sure that their progress is maintained. At six-month follow-up, those taught through *Every Child a Reader* who had achieved accelerated progress had made a further six months gain in reading age – in other words they had developed a normal rate of learning. Those children who were referred continued to progress but at a slower rate (a further three months progress over six months).

**Information from the evaluation commissioned from the University of London Institute of Education**

The external evaluation of *Every Child a Reader*<sup>3</sup> set out to answer five key questions:

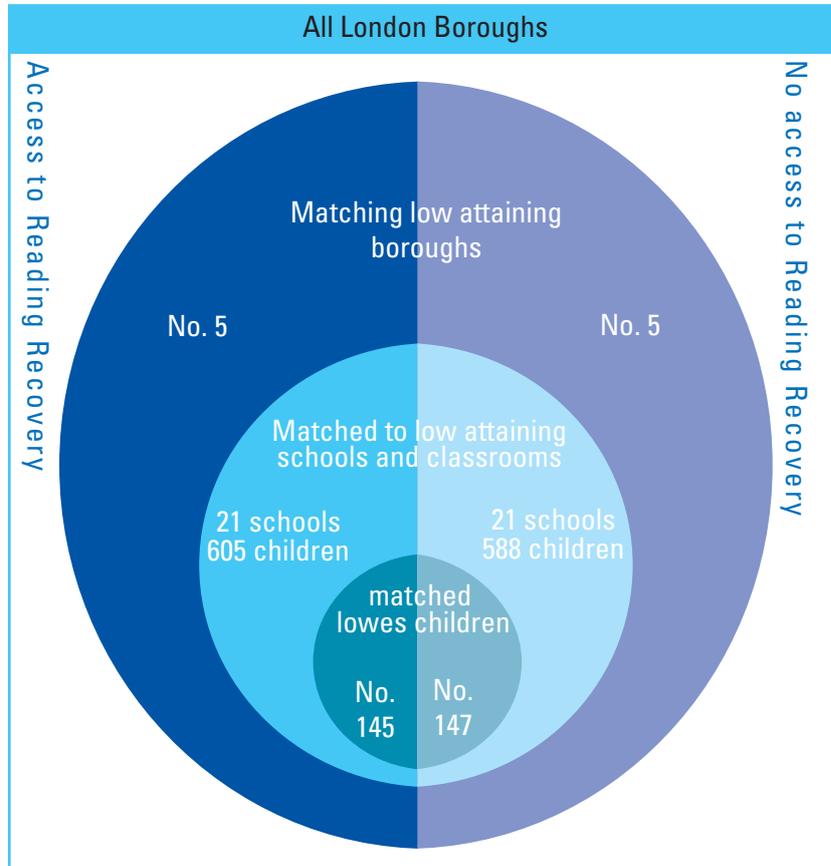
- Does the programme succeed in its aim of getting children back to at least average literacy levels for their age?
- Can we be sure that these children would not have learned to read and write just as well without Reading Recovery?
- Do the effects last, or do they 'wash out' over time?
- Does the programme have a wider impact on standards within schools, beyond those children directly taught?
- Does the programme work in challenging circumstances – in schools where it is hardest to raise standards?

The two-year evaluation looked at the reading and writing progress of the lowest achieving children in 42 schools in ten inner London boroughs with high levels of social deprivation.

<sup>3</sup>Burroughs-Lange, S. and Douetil, J. (2007). Literacy progress of Young Children from Poor Urban settings: A Reading Recovery Comparison Study. Literacy Teaching and Learning, Vol 12, No 1; Burroughs-Lange, S. (2008) Comparison of Literacy Progress of Young Children in London Schools: A Reading Recovery Follow up Study. London: Institute of Education.

September  
2005

The researchers used standardised tests to assess whole Year 1 classes of six-year-olds in 21 schools involved in *Every Child a Reader* and 21 matched comparison schools without access to the programme. The eight poorest readers in each class were selected for further assessment.



87 of the 145 children in schools involved in *Every Child a Reader* then had the benefit of the Reading Recovery special tuition programme and their progress was compared to a group of 147 children of similar ability and backgrounds, who did not receive the same tuition.

July 2006

In July 2006 the researchers retested all the children. Children who had received the tuition were on average 14 months ahead of the children in the comparison group, with reading ages that matched their chronological age. The whole-class test results showed that children in *Every Child a Reader* schools were on average four months ahead of children in the comparison schools.

In July 2007 the researchers re-tested all the children who could be traced – 77 children who had received Reading Recovery and 109 comparison children. They established that the ‘lost’ children in each group were not significantly different in their initial profiles, as this could have affected the results. They also obtained National Curriculum assessment results for all the original children via the Unique Pupil Number database maintained by the Department for Children, Schools and Families.

They found that the children who had received Reading Recovery were still doing as well as their chronological age band. They had an average reading age of 7 years 9 months compared to 6 years 9 months in the comparison group.

Their superior performance was evident on a wide range of tests – word recognition, phonics, reading comprehension, spelling and grammar. These initially very low-attaining children, coming from areas where there may be little home support for language and literacy development, nevertheless almost all achieved comfortably in the average range on tests that demanded high-level language skills.

The children who had Reading Recovery did better than the national average for all children (across the whole ability range) in their end-of-key-stage National Curriculum assessments. 86% of children who had received Reading Recovery achieved the expected level for their age (Level 2) in Reading, compared to 84% of all children nationally. 77 % achieved Level 2B+, compared to 71 % nationally (and 57% of the comparison children). Since we know that currently only 13% of children who achieve Level 2B+ in Reading fail to reach the nationally expected Level 4+ in English at age 11<sup>4</sup>, this finding bodes well for the children’s long-term future.

In Writing, 83% of children who had received Reading Recovery achieved the expected level for their age compared to 80% of all children nationally.

The programme had also helped to narrow the gender gap. In the Reading Recovery group the differences in reading achievement between boys and girls were not significant. In the comparison group the boys were lagging four to five months behind the girls.

Whole-class test results showed that children in sample classrooms with Reading Recovery available to the lowest achieving group now had an average reading age three months above the children in the comparison group schools.

<sup>4</sup>Duckworth, K. (2007) What role for the 3 Rs? Progress and attainment during primary school. London: Centre for Research on the Wider Benefits of Learning.

**The researchers' conclusions**

<p><b>Does the programme succeed in its aim of getting children back to at least average literacy levels for their age?</b></p>	<p>✓</p>	<p>“Children who received Reading Recovery, on average gained 20 months reading age. Aged around six and a half, they had now successfully caught up with their average peers.”</p>
<p><b>Can we be sure that these children would not have learned to read and write just as well without Reading Recovery?</b></p>	<p>✓</p>	<p>“There is ample evidence in this Year 1 study and Year 2 follow up that without Reading Recovery children with low literacy understanding do not catch up to age appropriate levels.”</p>
<p><b>Do the effects last?</b></p>	<p>✓</p>	<p>“This follow up study has shown that their progress was sustained at average levels a year or more after having accessed Reading Recovery intervention.”</p>
<p><b>Does the programme have a wider impact in standards within schools, beyond those children directly taught?</b></p>	<p>✓</p>	<p>“This longitudinal study shows that a trained Reading Recovery teacher can provide accurate identification and detailed diagnosis of early literacy learning; can raise the achievements of the lowest groups of children; and impact on whole class progress.”</p>
<p><b>Does it work in challenging circumstances – in schools where it is hardest to raise standards?</b></p>	<p>✓</p>	<p>“Even those children in deprived social and economic, inner-city environments who had made no start into literacy after a year or more in school, can catch up if the right help comes early enough. With access to Reading Recovery this is demonstrably an attainable goal.”</p>

**Information from Every Child a Reader's termly monitoring**

So far, this report has focused on quantitative data about outcomes. The progress reports collected termly from participating schools provide insights into the experience of children, parents and teachers.



### What children say

'When I first went to work with Fiona, I was scared because I didn't know how to write many words. When I finished working with Fiona I could write lots of words. I love reading funny stories.'

'When I started I found reading difficult. Now I can read lots of books, I feel good inside me and I feel proud of myself.'

'I used to struggle with my writing but now I can write long stories by myself. I can read long stories too, my favourite book is Snow White.'

Charlie has severe problems with articulation and his speech is still sometimes unintelligible. He is thriving on Reading Recovery and he reads clearly with good articulation of letters and sounds. He sometimes finishes a story or writes a sentence and says 'Look at that! Did you hear that? I never knew I could do that, did you?'

Jo's favourite words used to be 'I can't do that'. After a few Reading Recovery lessons he successfully re-assembled a cut-up sentence. 'Did I do that?' he exclaimed in surprise. 'I'm like the big boys, I am!'

Shannon is a little girl who before Reading Recovery was very passive and dependent. Her mother used to carry her into school. She would never put her hand up in class and when assessed for Reading Recovery said 'I don't know these words. Other people in my class do'. Recently, when she was asked to run an errand in school she was heard to say 'I hope it won't take too long....I've got to get back to my writing.'

### What teachers say

'It has been a wonder to see children who were not able to engage with words and reading, making such progress. These children I have worked with have performed something similar to a miracle.'

'We have found the results to be absolutely astonishing. The children are more focused in class, so if there was a previous behaviour issue, it has almost ceased now.'

'Recently I was approached by two parents whose children completed their Reading Recovery programme six months ago. Oliver's mother said 'his reading is incredible now, his class teacher says he's one of the top readers in her class and that if she hadn't been told he'd been a child selected for Reading Recovery (he went into a new class this September) she would never have guessed.' Mitchell's mother said 'I can't thank you enough.' The three boys who discontinued this term – Muayid, Tyler and Joshua – have made astonishing progress. What has been most pleasing is the level of confidence they now have – their self-esteem has soared. All three took leading roles in the school nativity; as Joseph and two wise men.'

'Class teachers are reporting improvements in behaviour and attitude as well as increased concentration, with the children being more willing to contribute verbally in class. This has spread into other curriculum areas such as maths and science.'



### What headteachers say

'I will commit to Reading Recovery for as long as I have any influence here because it has been the greatest programme I have ever seen in action and it has had the greatest impact on the progress and confidence of the children involved.'

'I have been particularly interested in the change in pupil attitude. Pupils on the programme are excited about what they are doing and enthusiastic about their work. This has had an impact on other work in class and had a positive effect on behaviour in more than one case. The strongest impact is in the new levels of engagement in all aspects of school life.'

'As a school, we recognise the significant contribution of the Reading Recovery scheme to the raising of standards in literacy and the improvement of individual pupil's motivation and self esteem. Therefore we were pleased to see this reflected in our Ofsted report following inspection in February: *'Many initiatives to help improve their (pupils with learning difficulties) skills, such as the Reading Recovery scheme, ensure that this group of learners makes good progress.'*

'The programme is continuing to be very successful. One of the most rewarding aspects is talking to the class teachers who recognise considerable improvements in each of the children since they started their Reading Recovery lessons. In addition to obvious improvements in reading and writing the teachers are noticing greater confidence and independence from the children. They are now more likely to offer responses in class discussions and to attempt new or challenging work with more determination.'

'To see the four children reading reminds me of why I got into teaching. To hear them say 'I can read now' has had a mammoth effect on their self esteem which permeates their learning in all areas and has put them on the road to achievement. '

'Reading Recovery is our most valuable intervention programme. We are convinced that every child deserves the opportunity it can offer. It can prevent so many bigger problems developing later and consequently we believe it is highly cost effective.'

## The impact on vulnerable children

Most of the children selected for Reading Recovery have experienced difficulties of one sort or another in their lives. For some children, these difficulties have been particularly profound. The short case studies below show just some of the problems they have had to contend with.

'B. came to us in September 2007. His exact birth date is unknown but he joined a Year 2 class. He is thought to have lived in England since he was three or four. He is in care after a tragic start to life – his family were asylum seekers, his father then killed his mother and committed suicide. B. was understandably very withdrawn and unhappy when he joined the school. He had no confidence, and spoke only in monosyllables. He was able at maths but could not read. He told his teacher 'I can't do it. I'm thick. I'm stupid.' He thought he would get into trouble at school because he could not read. Slowly, and in lots of ways, we have worked with B. to win his trust and help him re-build his confidence. Part of this was providing him quickly with Reading Recovery lessons. Now he reads well. He recently volunteered to read out loud to his class from the class Big Book, chats happily to his teachers and no longer sees himself as a failure.'

'As one might expect, all four of these children have some sort of problem to contend with in life. One is of all round low ability and was very shy with speech and language problems. He has made wonderfully consistent progress and is much more vocal and confident. One has a mother who has a chronic illness and is in and out of hospital. This has meant that the child's attendance has been poor at times and the child has noticeable mood swings. Progress has therefore been slow, but she is getting the support that she needs, as academic support at home is understandably not a priority. One child has been diagnosed with ADHD. She is an otherwise reasonably able child who has failed to succeed in a class situation. Therefore 1:1 teaching has enabled her to shine and catch up with her peers. One child has older brothers with considerable behavioural problems and we are hopeful that with his rapid progress he will have a sense of pride and achievement and not feel the alienation that his other brothers felt through academic failure.'

'After nearly two years at school, Joshua was only able to read three words including his name. He had very poor esteem and great difficulty in listening and recall. Physical tiredness through poor housing hindered his ability to progress - he doesn't have a bedroom and watches television until very late. After a month of Reading Recovery he was beginning to make good progress. But then the school summer holidays intervened, and when he first returned after the summer break he had even forgotten that we read print from left to right. But he was still very enthusiastic and wanted to 'be able to read again'. Now he is at the end of his lessons and has reached Reading Recovery book Level 21, well ahead of expectations for his age. He continues to have the same social problems. There have been many days when he has been so tired he could hardly keep his eyes open and just wanted to go to sleep. But he still delights in reading and is very proud of the progress he has made.'

'Marcus was taken into care in June 2007 with severe speech issues due to neglect. At the age of six, he was operating at pre-Reception levels. His acute special educational needs were recognised by the local authority and he received funding at the local level equivalent to a Statement of SEN. Reading Recovery was successful in enabling him to achieve literacy levels expected for his age, and he is now reading at a level undreamed of for a child with this level of SEN.'

'Connor started his Reading Recovery lessons unable to read a word. He has quite severe speech and language problems and also at times irregular attendance as his mother suffers from a degenerative illness. On the days Connor couldn't come to school he kept up his reading and writing at home. After 73 lessons his programme was successfully discontinued, at Reading Recovery Book level 19.'

'There has been an amazing impact on the reading of one particular child, who despite having Downs Syndrome and significant associated speech and language difficulties has progressed approx one level/week.'



## Section 2:

# The impact on whole-school standards

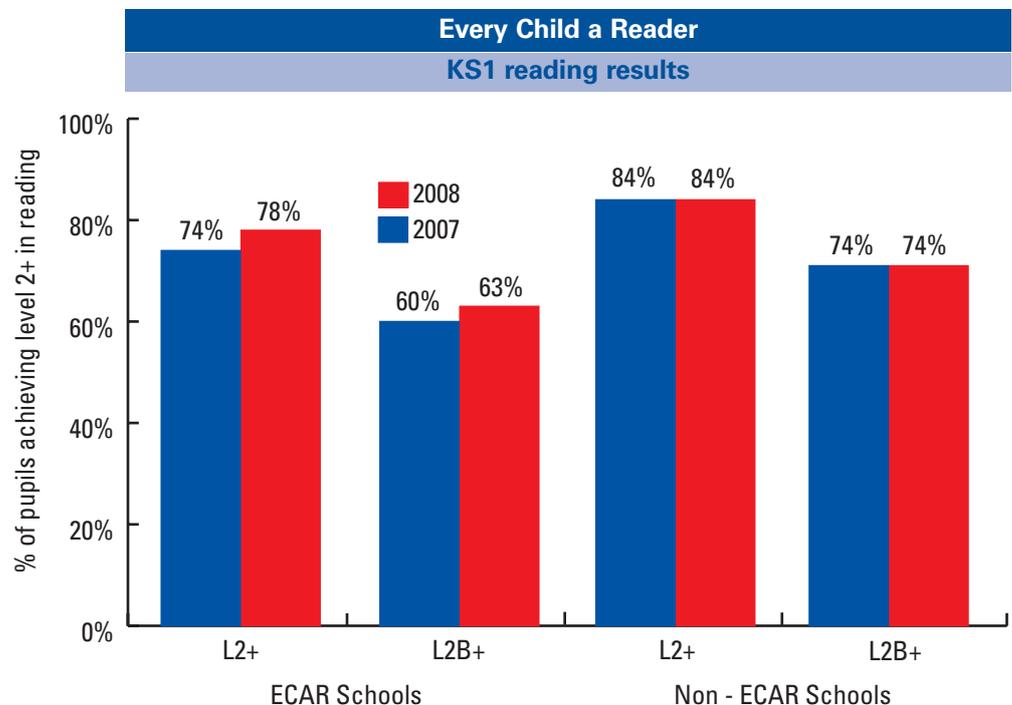


**Standards in Every Child A Reader schools rose for all children, not just those directly taught, because of the presence of a skilled literacy expert in the school. The schools showed significantly better overall progress in their end of Key Stage 1 reading and writing results than the national trend.**

This section examines the impact of *Every Child a Reader* on whole-school standards. It then describes how this impact has been achieved, through the work of Reading Recovery teachers in supporting tailored literacy teaching more broadly within their schools.

### Impact

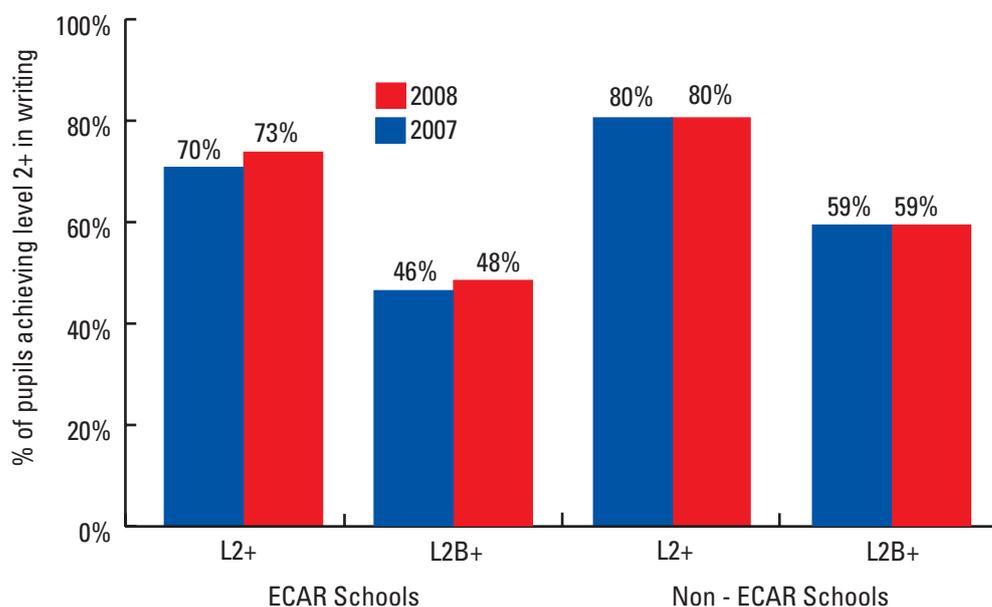
The schools involved in *Every Child a Reader* and with experienced Reading Recovery teachers showed better progress in their end of Key Stage 1 results in Reading and Writing than the national trend. The percentage of children reaching Level 2+ in Reading and in Writing (the nationally expected level) remained static nationally but rose by four percentage points (Reading) and three percentage points (Writing) in *Every Child a Reader* schools. There was a similar difference at Level 2B+.



Coverage: Maintained mainstream schools.  
Only ECaR schools that took part in the pilot and now have an experienced Reading Recovery teacher are included (216 schools)

## Every Child a Reader

### KS1 writing results



Coverage: Maintained mainstream schools.  
Only ECaR schools that took part in the pilot and now have an experienced Reading Recovery teacher are included (216 schools)

Comments from the progress reports collected termly from headteachers of participating schools also attest to the emerging impact on whole-school standards.

'The impact Reading Recovery is having on teacher expectation is also worth mentioning. When children with significant needs make such progress, teachers have started to question what is possible/should be expected of other children.'

'We are also noticing how Reading Recovery has an impact on the ethos of our school. It helps create an achievement culture where nothing is impossible.'

'We continue to see the great benefits of the programme for the children involved, but also begin to see the impact of having Reading Recovery on the whole school. Our Reading Recovery teacher is working closely with the Key Stage 1 staff when looking at the reading progress of all children. She is also working with new arrivals in Key Stage 2 during additional time that we have been able to employ her for.'

'The whole school is benefiting from being a Reading Recovery school. Whole school training has taken place to share good practice from Reading Recovery and Better Reading Partnerships and as a result, all teachers are now using effective strategies to ensure that children are being taught to read and not just being heard!'

'I am particularly pleased that this *Every Child a Reader* work is now impacting throughout Key Stage 1 as teachers work with Elisa to follow children on the programme. It has led to more consistent practice and a real purpose to intervention programmes in other years, better resources and planning and a better understanding of assessment and next steps. We now have a better equipped team to equip children with effective reading skills. It is also clearly impacting on oracy planning for our children who are learning English as an Additional Language.'

## Dorothy Barley Infant School

With 400 children on roll and serving an area of very high social deprivation in Barking and Dagenham, getting every child reading well by Year 2 presents quite a challenge. But that is what Dorothy Barley Infant School decided to aim for. Rosie Phipps, Reading Recovery teacher and English co-ordinator, put in place systematic assessment for every child, which was used to group children across classes and set targets, reviewed four times a year. Rosie herself assessed all the low achieving Year 1 children, using the Reading Recovery Observation Survey and Writing Continuum. She provided training to class teachers on running records and guided reading and introduced the Letters and Sounds programme. All staff now use running records regularly and reading assessment using the PM Benchmarking kit is timetabled for every child in the school. Books children use have been levelled so that guided and individual reading uses texts at exactly the right level for each child.

Rosie also trained teaching assistants to provide carefully planned additional daily work (phonics, reading, writing and spelling) with groups using Reading Recovery principles, and supports their work with modelling, observation and coaching. Class teachers and teaching assistants work to the same targets for individual children. Class teachers are happy to see the two teaching assistants assigned to each year group provide the additional targeted group work rather than general in-class support, because they see the benefits and, like the teaching assistants, feel ownership of the whole-school approach.

The lowest achieving children receive Reading Recovery teaching, either from Rosie or – this year – from Maureen, who worked across the borough providing additional support whenever needed, for example for maternity cover and to provide an additional resource to larger schools.

Management is a team effort. There is an ‘assessment and action core group’ made up of Rosie, the assistant headteacher, the assessment co-ordinator, the special needs co-ordinator and the English as an Additional Language coordinator. The special needs and assessment co-ordinators have had the Reading Recovery link teacher training and are able to understand and use Reading Recovery assessment methods. The group meets once a half term to review the literacy provision and decide on the next steps for individuals and groups.

The results speak for themselves. This summer 83% of the Year 2 cohort achieved Level 2B or above – well above last year’s national 71%.

Rosie is now going to work beyond her own school. She will be trained as a Better Reading Partnership trainer, and will be a leading teacher for the borough, providing support to others – for example, to special needs coordinators on mapping and managing additional literacy provision.

## Bristol schools

**Bristol local authority has placed Reading Recovery at the heart of their Key Stage 1 school improvement strategy. It has provided part funding to a number of schools to make their Reading Recovery teacher full time to enable her to provide further support through the Bristol Booster Programme. Debbie Miles, the Teacher Leader, has also introduced the Better Reading Partners (BRP) scheme and made links with local businesses, who provide volunteers to train as reading partners. All this has had a remarkable effect on whole-school standards.**

## Upper Horfield Primary

One success story comes from Upper Horfield Primary. In May 2007 the school was placed in special measures following an Ofsted inspection. According to the local paper it had the dubious accolade of being the lowest performing school in the south-west of England. In September, Rachel Asbury the Reading Recovery teacher was funded to work full time, with a remit to boost literacy standards across Key Stage 1. Using the Reading Recovery strategies in Bristol's 'Booster' programme, she worked with all of the Year 2s not covered by the current Reading Recovery cohort.

One of these was a girl, Chanelle, who had received Reading Recovery in Year 1 and been referred for further help on Reading Recovery book level 8. After the summer she had slipped back to book level 4. Rachel worked with her for brief periods almost daily throughout the year. She is now reading securely at level 20 and achieved a Level 2b in her end of key stage assessment.

Another beneficiary of the booster programme was Anamta. She arrived in the school in October from Sweden, speaking no English and understanding very little. Again, with almost daily support – combined with excellent help from home – she made rapid all round progress in speaking, understanding, reading and writing. She also achieved a Level 2b and is currently reading securely at Reading Recovery book level 23.

Three children did not achieve Level 2B at the end of Year 2. Of these, one was a non-verbal child with a special needs statement for speech, language and communication needs. Another was a girl with huge psychological issues, receiving help from an educational psychologist. She had no understanding of the written word on the page at the beginning of the year. With regular input, she is now reading at Reading Recovery book level 7/8. Given her difficulties, this is remarkable progress. The third child who did not achieve a Level 2b+ was Keane. He had reading recovery for about 110 lessons and was referred at book level 11. In July he was reading at book level 16 following his progress on the Booster programme.

The school's overall results have seen a remarkable change, with 83% of the Year 2s achieving a Level 2b+ in Reading this year, compared to 29% in 2007 and 25% in 2006. Support from the school's new headteacher, as well as from the local authority and the Year 2 teacher (who is Reading Recovery-trained) have been significant contributory factors in this success. And the school is now comfortably out of special measures.

## Glenfrome Primary

Glenfrome Primary has had Reading Recovery in the school for two years and for the past year has also benefited from the Booster programme in Year 2 for two afternoons a week. The first cohort of children involved have just had their end of Key Stage 1 assessments. Over 90% attained a Level 2C or above in reading. The children who did not achieve Level 2 in reading were all assessed at Level 1A, so were not far behind their peers.

Margaret Edwards, the headteacher, says 'We have been pleased with the effect of Reading Recovery in all its forms on the performance of the children in the school. We are looking forward to seeing the ripple of good readers as they now go into Key Stage 2.'

Glenfrome's Reading Recovery teacher also manages Phono-Graphix™ intervention for struggling readers and Better Reading Partners in Key Stage 2 as part of her wider role. The school has a majority of children learning English as an Additional Language; many arrive mid-year with little or no English. Those going straight into Key Stage 2 have often missed out on quality first teaching in letters and sounds. Glenfrome has had very good results using Better Reading Partners (BRP) following Phono-Graphix™. The Phono-Graphix™ has given the children the tools to build words and the BRP has enhanced their fluency and understanding. One child, a refugee, who was in Year 3, began the process with a reading age of 5y 5m years and after Phono-Graphix™ followed by BRP, she had a reading age of 8y 1m.

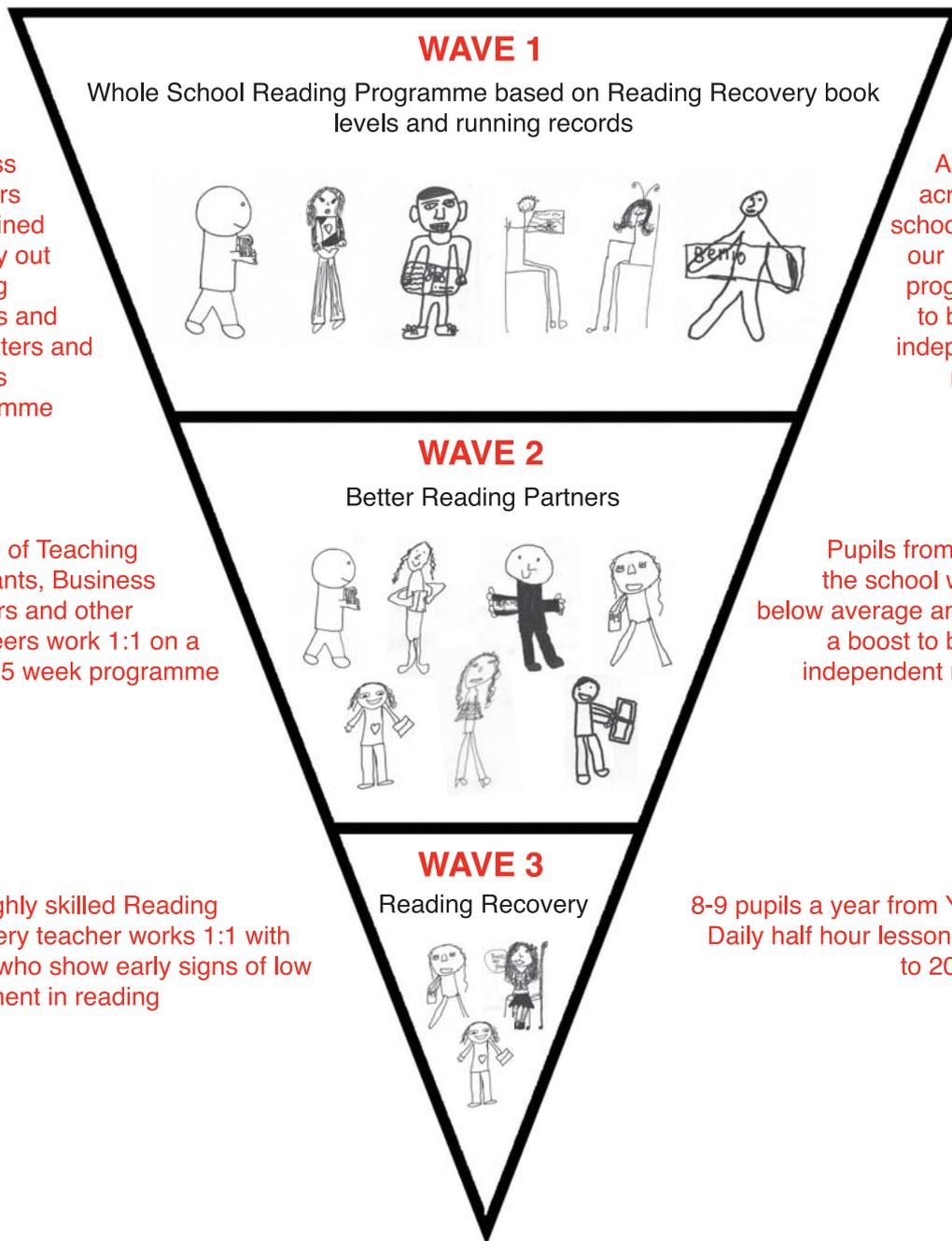
## St Barnabas Primary

At St Barnabas Primary, the school's *Every Child a Reader* leader Emma has established a strong link with a local business partner, Geopost, who provide Better Reading Partners to come in once a week to support individual pupils on a ten week programme. The volunteers have undertaken two days training with the local authority Teacher Leader. 52 pupils across the school have benefited from the programme in 2007-8. The school also has a community governor from Geopost who helps to keep *Every Child a Reader* very high profile. Claire, the headteacher, reports that 'This is having a massive impact on improving reading across the school. Our Key Stage 2 SATs reading result for both '07 and '08 have been around 90% L4+. Early intervention is starting to impact on Key Stage 1 results too, with Level 2+ up from 66% in 2007 to 71% in 2008, Level 2b+ up from 52% in 2007 to 67% in 2008 and Level 3 up from 11% in 2007 to 25% in 2008

# Every Child a Reader at St Barnabas Church of England Primary School

TEACHERS

PUPILS



## Waycroft Primary

At Waycroft Primary, Reading Recovery is part of a comprehensive Wave 3 approach and is aimed at supporting children who find it hard to learn in whole class situations. Tricia French (special needs coordinator, Reading Recovery Teacher and a member of the Senior Leadership Team) works closely with the Assessment Leader, Literacy Leader and Librarian to enhance all areas of each child's literacy experience. Tricia is also responsible for training teaching assistants, supporting new members of the teaching team and training parent helpers. Working with parent and grandparent helpers through the Better Reading Partners initiative has had a significant impact.

'We have not had any children in Key Stage 1 scoring below NC Level 1 in Key Stage 1 SATs since the introduction of Reading Recovery', says Simon, the headteacher. 'This rate of progress has continued and been maintained through Key Stage 2 over a number of years, with former Reading Recovery children always going on to record a NC Level 4 at the end of Key Stage 2.'

## Oldbury Court Primary

At Oldbury Court Primary in the North of Bristol the Reading Recovery teacher Jackie Elliott has led the team and inspired teaching assistants, parents and community members alike to train as Better Reading Partners. This initiative has had a powerful effect on reading skills for children across the school. The Headteacher, Jenny Holt, has also employed a Reading Recovery teacher in Year 6 to support the children still struggling and this has impacted upon their confidence and learning abilities, ready for their move into secondary school. 'We have had some of the best SATs results ever at this school this year', Jenny says, 'with 88% at Level 4+ in English.'

## Thorpe Hall

Several *Every Child a Reader* schools have had to overcome a very basic problem presenting a significant barrier to tackling whole-school standards – lack of space for teachers and teaching assistants to provide interventions for individuals and groups. At Thorpe Hall, a 430-pupil primary in Waltham Forest, there was just nowhere for staff to work. There was space, however, within the school's central garden and with strong strategic leadership from the headteacher and governing body a decision was made to invest in an off the shelf 'eco-cabin', which came with a ready planted sedum roof. This new Reading Centre has been equipped with guided reading and Big Books. The extra space has enabled the school to provide a range of interventions - Reading Recovery, Early Literacy Support, Talking Partners, extra work on Letters and Sounds and Jolly Phonics with Year 2 children and 1-1 teaching assistant help for Year 3 using Reading Recovery strategies. Mairwen, the Reading Recovery teacher, is now planning a monthly Reading Surgery drop in for parents, following successful evening workshops for Foundation Stage and Key Stage 1 parents on how they could support their child's reading at home.



## Arbourthorne Primary

At Arbourthorne Primary in Sheffield, where standards on entry are very low and nearly half the pupils are eligible for free school meals, Steve Arbon-Davis, the intervention manager and deputy headteacher, wanted to move away from teaching assistants being used to provide general in-class support. He planned to develop them as highly skilled intervention specialists. Teaching assistants now deliver Talking Partners, Fischer Family Trust Wave 3, Year 3 Literacy Support, Hi Five (for Year 5 children working at Level 2C or below) and Further Literacy Support. A twelve-week Rainbow Reading intervention is used as a 'catch-up' in all year groups in Key Stage 2. Children with the greatest needs have Reading Recovery in Year 1 and 2.

To create space for all this extra help, a well-equipped intervention suite was constructed, comprising three fully-timetabled rooms. After some initial disquiet from class teachers about the reduction in in-class support, all staff are now fully on board as a result of the progress demonstrated by the clear data Steve gathers on pupil outcomes and regularly presents to governors and staff. 'Once teachers saw the impact', he says, 'they now ask for more of what is clearly working.' Teaching assistants can also see the effects of their work from the data and have become very aware of the difference they are making to children's lives. Their work is given high status; Steve does detailed lesson observations of interventions and provides written feedback.

He leads a comprehensive pupil tracking meeting and holds pupil progress meetings with class teachers at which there is an exploration of what more should be done in class to help any child not making good progress, as well as what interventions they might need. The school has worked hard on developing the teaching of phonics, using *Letters and Sounds*, and also on guided reading. Provision is carefully planned on the basis of audited pupil need and the provision map is reviewed termly. Parents are always involved when a child takes part in an intervention; recently 24 parents attended a session run by the teaching assistants, who demonstrated the strategies they would be using and invited parents to drop in at any time to watch and help.

The effect on standards has been dramatic. 94% of the 16 children receiving the Fischer Family Trust Wave 3 intervention in Year 2 achieved Level 2+ at the end of the year, with a similar percentage of 19 Year 1 children on the programme achieving age-related expectations. Almost every child involved in Rainbow Reading at the very least achieved double the normal rate of progress in reading accuracy and comprehension. The three children on the Hi-Five intervention made excellent progress over a 10 week period, with an average 14 months gain in comprehension age. Four of the six children taking part in Further Literacy Support are now working at National Curriculum Level 3a, which is the desired outcome for the programme.

Key Stage 1 Reading results have gone up from 49% of pupils achieving Level 2C+ and 40% 2B+ two years ago, to 81% and 67% now. Writing results have shown an even bigger jump, from 49% to 84% at Level 2C+ and 27% to 60% 2B+. All this evidence of children's accelerated progress - major improvements in Foundation Stage, Key Stage 1 and a growing year on year progression throughout Key Stage 2 - played a key part in Ofsted's recent verdict that, despite not yet quite reaching floor targets in Year 6, Arbourthorne is a good school with outstanding features.

## Sebright Primary School

Sebright is a Hackney primary school with 430 children on roll, 90% of whom are learning English as an Additional Language (EAL). Two teachers have provided Reading Recovery to 53 children since 2004, of whom all but three have, as a result, successfully reached the literacy levels expected for their age. The Reading Recovery teachers have worked closely with the literacy co-ordinators and were involved in the introduction of teaching and assessment procedures leading to progression in high frequency word and phonic knowledge. They manage the Hackney 'Daily Supported Reading' programme in school, initially with Year 1 classes and now with Year R. Every child is assessed on the Reading Recovery Observation Survey and then provided with 25 minutes a day of carefully targeted additional group work, which involves over 20 adults (teaching assistants, members of the senior management team, trained parents and even the school bursar). The Reading Recovery teachers have developed the programme to include a daily supported writing component, in which the last five minutes of each session is devoted to fast sentence writing based on a favourite part of the book the group have just read.

Other work undertaken by the Reading Recovery teachers in partnership with the Key Stage 1 team and the literacy coordinators has been running Family Learning courses, and developing strategies for more able EAL learners who have mastered all the mechanics of reading but need carefully chosen books to extend their comprehension, and staff who have been specially trained to focus on developing comprehension skills in guided reading sessions.

This whole-school approach has proved highly successful. Both Reading and Writing results have shown a 26 percentage point increase at Level 2+ between 2006 and 2008. At Level 2B+ there has been a 25 percentage point increase in Reading, to 76%, and an 11 percentage point increase in Writing, to 50%.

## Barlow Hall Primary School

Barlow Hall Primary in Manchester provides a good example of how outstanding leadership can get the best from Reading Recovery. The school has nearly 70% of children eligible for free school meals, and serves a large council estate sandwiched between two more affluent areas. Its catchment area also includes three women's refuges. Jayne, the headteacher, came to the school in 2005, when end of Key Stage 2 results in English stood at 45% Level 4+ and teachers said 'that's good for our children'. When Reading Recovery arrived at the school, Jayne saw its potential and immediately booked the local authority Teacher Leader to run a day's training for staff on the reading process, assessment and running records. This was followed by six staff meetings on guided reading. There was then a year's work for staff and volunteer parents to level all the books in the school. All staff had training on Letters and Sounds. Jayne made a strategic decision that the Reading Recovery teacher, Fiona, would work in the large photocopying room so that she would have lots of informal contact with staff, who soon began to ask her for advice – 'Can you just check this assessment, please?', 'I'm having trouble with this group – have you any ideas?'

Fiona formed a strong partnership with the Year 1 teacher and phase coordinator, Joanna. Joanna, previously a Key Stage 2 teacher, found that the Reading Recovery input gave her a structure - 'It was like a light being switched on', she says. Her link teacher assessment training on the Reading Recovery Observation Survey was especially useful; 'If that's what we are looking for, then that's what I need to be teaching', she said. Joanna was able to try out new ideas, and report back to colleagues. She assessed her whole class on the PM Benchmarking kit, and introduced all sorts of ideas from Reading Recovery into her everyday teaching – the use of phoneme frames, and frequent opportunities for children to re-read familiar books rather than race on through a reading scheme. The school describe how this has helped children build a vocabulary for writing – 'a literate vocabulary'. In Reception, there is a 'five-a-day' policy; each week one book drops off and another is introduced, first read in depth with the class, then re-read, then joining the bank of familiar books for children to pick up and re-read independently.

All members of staff have watched Joanna run guided reading sessions and all have watched a Reading Recovery lesson with a clear focus for their observation – to note any teaching strategies they could use in class. They then discussed with the Reading Recovery teacher how they could incorporate the strategies into guided reading. Six members of staff have been to watch a Reading Recovery lesson behind the screen at the Reading Recovery Centre.

The school have introduced additional guided reading (a Manchester local authority initiative) as an intervention for target children in Year 1, 3 and 4. The additional session is led by the class teacher, while a teaching assistant covers the rest of the class. There was a five National Curriculum average points score gain from this one-and-a-half term intervention.

The percentage of children achieving Level 4+ at the end of Key Stage 2 at Barlow Hall has risen to 82%. The progress made by all children from Key Stage 1 to 2 is good, whatever their starting point - 'Nobody falls behind any more on those little RAISEonline people', says Jayne. She expects results to improve still further, given that in Key Stage 1, 81% of children now achieve Level 2B+.



## Pinfold Primary School

Pinfold Primary school in Tameside has developed the 'layered' approach to address the individual needs of children in Key Stage 1 and 2. The provision of co-ordinated, high quality interventions at different levels of intensity aims to ensure that every child achieves age related expectations. Pinfold is part of an Excellence Cluster and taps into a range of initiatives funded through its Neighbourhood Partnership grants for area regeneration. This was the source of funding for the initial appointment and training of a Reading Recovery teacher in 2005-06. Thanks to *Every Child a Reader* funding, the school trained a second teacher in 2007-8.

In the last two years Dee, the original Reading Recovery teacher, has been at the heart of the range of the targeted interventions that have been put in place at Pinfold. Working closely with the headteacher, Inclusion Co-ordinator, and whole school staff, she has been responsible for initiating intensive detailed assessment of children in Key Stage 1 identified as likely to benefit from additional support. The school has developed its literacy provision map to include Fischer Family Trust Wave 3 (a 20 week, individualised programme, delivered by a trained teaching assistants). Dee provides an ongoing programme of professional development to ensure quality in the teaching assistants' work.

A further addition to the whole school literacy provision map has been Better Reading Partnership. Five teaching assistants (who provide the one to one support) and the Reading Recovery teacher (who provides co-ordination and quality assurance) have been trained through the local authority. This additional provision has enhanced the existing Wave 2 opportunities provided by the school through Early Literacy Support in Year 1, Year 3 Literacy Support and Further Literacy Support in Year 5. Results at Pinfold from the Better Reading Partnership programme have been exceptional; 15 children have accessed the programme and have made an average increase of 16.5 months reading age in only 10 weeks.

Both Reading and Writing results have shown improvement between 2006 and 2008, with an eight percentage point increase in Reading at Level 2+ to 86% and a nine percentage point increase in Writing to 83%. At level 2B+ there has been a four percentage point increase in Reading to 69%, and a seven percentage point increase in Writing, to 62%.



## Whitefield Primary School

Whitefield Primary School in Liverpool serves an area of very high deprivation. The proportion of children eligible for free school meals is well above the national average, as is the number of pupils with learning difficulties and/or disabilities. The school has two Reading Recovery teachers, one of whom, Jill, is also an Advanced Skills Teacher for literacy and is responsible for pupil progress and tracking throughout the school. Reading Recovery has had a huge impact on the school as a whole, leading to increased practitioner knowledge that in turn enables deeper professional dialogue between all staff. Having Reading Recovery teachers in school means that there is specialist expertise 'on tap'. The school has implemented the layered approach and places great emphasis on developing the quality of everyday classroom teaching – high quality teaching of phonics through the Letters and Sounds programme is seen as central to this philosophy and is a key element of quality first teaching in the Foundation Stage and Key Stage 1.

All staff have been trained in the use of running records and these are used throughout the school every term as part of the school's overall tracking and assessment procedures, through which information is collected half termly for every child. Jill and the special needs coordinator conduct 'literacy progress meetings' every term with every member of staff, using this data, in order to identify children for whom additional intervention support is needed. They then choose the right interventions for each child from the school's provision map. The termly interviews also identify any issues with assessment within school, which can then be addressed swiftly and efficiently.

All teaching assistants are included in the school's professional development programme and have been trained to deliver a range of interventions: Early Literacy Support in Year 1, Talking Partners in Foundation Stage and Key Stage 1; Fischer Family Trust Wave 3 in Year 2 and Better Reading Partnership, which is used throughout the school.

The teaching assistants are timetabled so as to build on the expertise amongst the team. Extra hours have been allocated so that they can continue to be class-based in the morning – remaining with the same class throughout the academic year and using the skills and strategies developed through intervention training when working with the assigned class. They then deliver the appropriate intervention programmes in the afternoon.

End of Key Stage 1 outcomes demonstrate a rise over the last two years for both reading and writing. Reading has risen from 50% at Level 2 or above in 2006 to 69% in 2008 and Writing from 53% to 67%. The 2008 cohort includes four children with significant special educational needs, of whom one has severe global developmental delay.

**The school's most recent inspection report drew attention to the impact of its emphasis on early intervention:**

*'Pupils achieve well given their very low language, communication and mathematical skills when they start at school. Consequently, standards reached in the national tests in English, mathematics and science in Year 6 are in line with national averages. This is a direct result of strong leadership, consistently good or better teaching, pupils' impressive attitudes towards school and their enjoyment of learning. Good provision in the Foundation Stage and in Years 1 and 2 enables pupils to catch up on many of the basic skills and cultural experiences they have missed before they start school.'*

## Section 3:

# Every Child a Reader and effective phonics teaching



**'The Reading Recovery training course and the experience gained on the job have equipped me with skills and confidence to produce a spelling and phonics teaching programme for Nursery Year to Year 6 based on the government's Letters and Sounds programme and the new Primary Strategy Framework for Literacy.'**

### *Reading Recovery Teacher*

*Every Child a Reader* has been implemented at the same time as schools are getting to grips with the recommendations of the Rose Review, which emphasised the importance of systematic phonics teaching for literacy progress. High quality phonic work is a fundamental part of Reading Recovery, with teachers being trained to use close observation and assessment of what an individual child already knows in order to carefully tailor how best to extend their phonological skills and phonic knowledge by the fastest possible route. Every lesson with every child includes phonic teaching. Prior to reading the teacher will, for example, help the child think about the sounds in a new word and locate the appropriate letters and words in the text. During reading, teachers will use masking cards to help the child to focus on details within a new word, drawing the child's eye across the word from left to right. After successful reading, teachers will select an appropriate word to model construction using magnetic letters. Support given for writing helps children to use phonics to spell and write the words they need for their own sentence or paragraph.

In their schools, Reading Recovery teachers have been very actively involved in supporting phonics developments, working alongside class teachers and literacy co-ordinators in making changes and ensuring that the individual support they are giving to children is closely linked to day to day class teaching so that that, for all children, the process of letter learning is systematic, thorough and as fast as possible.

In local authorities, Reading Recovery Teacher Leaders have worked closely with consultants supporting schools in implementing the Rose recommendations. In **Haringey**, linkages with the national Communication, Language and Literacy Development (CLLD) initiative are excellent. The CLLD consultant and Reading Recovery Teacher Leader are working together to help schools plan how to analyse their reading provision to improve quality first teaching. In **Kent**, the Teacher Leaders also work closely with the CLLD consultant, observing teaching and discussing it together, so as to draw out commonalities of approach and key messages for schools. The Reading Recovery Teacher Leaders both attend national CLLD conferences, and the CLLD consultant informs them of schools where there is good practice so they can pass this on to Reading Recovery teachers.

**Waltham Forest** has ensured strategic alignment across its implementation of *Every Child a Reader*, its support for early reading and phonics through the CLLD programme and its work in general primary literacy, in order to promote consistency of approach to early reading. The Reading Recovery Teacher Leader liaises regularly with her local authority consultant colleagues and, where appropriate, has jointly delivered training with them. Within a group comprising half of London local authorities, Waltham Forest is a 'Centre of Regional Support' for the CLLD programme and at the May event the Reading Recovery Teacher Leader led a session on *Every Child a Reader*, highlighting the importance of high quality day-to-day teaching of early reading and alerting regional colleagues to the need for aligned working across teams.

This strategic alignment is also implemented operationally so that schools experience a coherent approach. At Thorpe Hall primary, which is involved in both *Every Child a Reader* and CLLD, the deputy headteacher speaks of how the CLLD programme has been a 'wakeup call' for the school and has supported improvements in their Foundation Stage practice. The school predicts that language and literacy outcomes at the end of the Foundation Stage will be 'healthier' this year than before. The Reading Recovery Teacher reinforces the view that CLLD and the support from the local authority consultant 'got early reading on the agenda' and was improving quality first teaching.

At Stenson Fields Primary in **Derbyshire**, the CLLD programme and *Every Child a Reader* also work hand in hand. The Reading Recovery teacher and literacy co-ordinator make sure all Key Stage 1 children are assessed using a running record and an assessment of the phonic phase they have reached. Together, these assessments inform planning for guided reading

Many schools are making good use of the phonics-based Ruth Miskin Literacy programme alongside *Every Child a Reader*. In Hackney, for example, **Jubilee and Lauriston** primary schools are using it together with Reading Recovery and the borough's Daily Supported Reading programme.

In **Devon**, regular joint work between Janet Ferris, the Reading Recovery Teacher Leader and the primary literacy team has included Letters and Sounds training and training for teaching assistants in Fischer Family Trust Wave 3 intervention, with two additional days provided as part of the course and focused on the Simple View of Reading and phonics. All Reading Recovery teachers have undertaken training in Letters and Sounds and a phonic phase assessment is undertaken alongside the Reading Recovery Observation survey, so that this can be used, as appropriate, to supplement assessment information from the child's class teacher.

At **Greenfields Primary** school in Maidstone, Kent the whole school, including the Reading Recovery teacher, have had training in Letters and Sounds. The Reading Recovery teacher and class teachers have been involved in joint observations of phonic teaching, building a shared understanding of pace and progression in phonic development amongst teaching staff. The Reading Recovery teacher observes her targeted children during phonics teaching in class, which allows her to monitor their progress through the Letters and Sounds phases, alongside their peers.

Pinfold Primary School in **Tameside** expects that the improvements to quality first teaching achieved through effective synthetic phonics teaching will impact significantly over time on the numbers of children likely to require additional targeted support. All children in Year 1 have been benchmarked using PM Benchmarking and detailed assessment has been undertaken at the start of Key Stage 1 to enable the school to track not only the development of discrete phonic knowledge, but also how well this knowledge is applied in reading and writing.

Initial tracking of the first cohort to benefit from the introduction of more rigorous phonics teaching and comparison with preceding cohorts has shown a marked improvement in the children's knowledge of grapheme/phoneme correspondence, use of reading strategies and a significant improvement in their writing.

The school is now introducing Letters and Sounds, focusing on ensuring progression in the delivery of phonic teaching from nursery to the end of Key Stage 1. The Reading Recovery teacher has played a leading role in this process and is currently working closely with staff in nursery, reception and Key Stage 1 to quality assure the effective teaching of phonics and smooth transition for children.



## Section 4:

# Working with parents and carers



**Every Child a Reader often succeeds in involving parents who might otherwise not have felt able to support their children's learning, as the following examples show.**

'Leevi was originally assessed for Reading Recovery back in April 2007, but due to severe attendance issues could not start the programme (family history of lack of engagement with education for older siblings). We have worked closely with Mum, the attendance improvement services and his class teacher to improve his attendance, with the programme being used as a life changing opportunity if engagement with school could improve. Mum is reporting a far more positive attitude to school and learning and is very proud of him'. Reading Recovery teacher

'Both Karan's parents have difficulty communicating in English, but have now become so involved in their son's learning, that they're both benefiting from his experience. For example, they will both attempt the cut-up sentence activity with Karan acting as their teacher! Both parents are learning English grammar and having fun at the same time.' Reading Recovery teacher

'Parents who were unable to find time to work with their children now seem to find time and are thrilled with their child's progress.' Headteacher

'The project has made a positive contribution to raising standards in reading and promoting parental involvement. Peta has organised 1-1 reading sessions with parents who have never been involved with school before and this is happening regularly and is proving to be very successful.' Headteacher

'Kelsey is a bright child whose progress has been delayed by very poor attendance and lateness. The family's social situation is very difficult; the mother's own needs are such that she often fails to address the needs of her child. Reading Recovery has proved a really useful bridge between home and school. The mother attended the demonstration session and has continued to meet the Reading Recovery teacher on a regular basis. This positive link has enabled Kelsey to succeed.' Headteacher

'One Mum who struggles academically herself has enrolled on a parent and child maths course and is now learning alongside her child. The child often finds behaviour and concentration difficult. We are slowly building independent concentration skills in our sessions and when I told him I wanted to speak to his Mum and invite her in for a lesson to see how well he was doing, he threw his arms around me. He was so pleased, as his behaviour often attracts the wrong kind of attention in class.' Reading Recovery teacher

'One boy from a deprived background had only 70% attendance at school. He started Reading Recovery at book level 0 and is now on level 12 after about 50 lessons. His attendance is 100%. The Reading Recovery teacher makes contact with Mum or Nan regularly and makes sure they know the content of school letters, as he missed a trip because no one at home had been able to read the letter.' Teacher Leader

Reading Recovery teachers have continued to develop new ways to engage parents and carers. At **Park Lane Primary** in Brent, for example, the Reading Recovery teacher invited all Year 1 parents in to watch teaching, and introduced them to the use of magnetic letters, phoneme frames, counters for each phoneme, prompts to promote independence when reading to an adult – and most of all, ways of making sure reading together is fun. The response was very good, with the majority of parents attending.

During parents' consultation evening at **New Bewerley Community School** in Leeds, Tracey, the Reading Recovery teacher, made appointments with parents of children on the programme. Following these meetings, three parents came in to watch a lesson and others attended a workshop offered to all parents on how to support reading at home. Tracey introduced ideas using magnetic letters and snap games with high frequency words. Some parents were keen to keep the group going and as a result the school is running parent reading workshops every Monday morning, when parents come in and make resources to use with their children at home. As part of these sessions, children come out of class to read with their parent. The children love this. The interest in these workshops has been a big step forward in getting parents involved with reading. During one session, two of the parents talked about how they could not read themselves – a real measure of the trust that the school had built up with those participating. Despite (or maybe because of) their own difficulties they were motivated to help their children to learn to read.

At **St Teresa of Lisieux Primary** in Liverpool Andria, deputy head and Reading Recovery teacher, has worked hard to involve parents. Year 1 and 2 parents were invited in to learn about how the school taught literacy. Nearly all attended – in an area of very high social deprivation, where less than one in ten children on entry to school know even one nursery rhyme. The parents were offered Better Reading Partnership training and asked to support their own child plus one other. There was an enthusiastic take-up. Parents are now 'ambitious for their children, and ambitious for themselves'. Of the group trained as Better Reading Partners, two parents are now doing NVQs and two have found jobs as teaching assistants.



At **Noel Park Primary** in Haringey, all staff work hard to engage parents – being out in the playground regularly, catching parents/carers to pass on good news about their child, and inviting them to the school's many events, celebrations and award ceremonies. A Learning Mentor and a Family Outreach worker are funded to work with parents. Alev, the Learning Mentor, works with new arrivals – particularly Polish children – and their families, holds regular coffee mornings and runs a thriving SHARE group to help parents support their children's learning.

Children who have received Reading Recovery always feature in the award ceremonies attended by parents. Steve, the Reading Recovery teacher, establishes good contact with families at the start of children's programmes, and meets with them to suggest games they can play at home with their child. He always invites parents to come and watch a Reading Recovery lesson with their child towards the end of their programme, and makes a big effort to get fathers to come in as well as mothers. Steve also regularly seeks parents' views, using a questionnaire he has devised. They are asked what impact Reading Recovery has had, about any changes they have seen in their child's classroom work, about the child's self confidence and the help they have found it easy or hard to give at home. One mother, for example, wrote 'Lenny reads books to me all the time at home. He reads things out to me when he sees them on the TV. Before he never had any patience with reading. Before he could read he had no interest in school work at all because he never had any confidence and couldn't understand the work he was given. Now his school work is so much better.' Lenny is a child with ADHD whose behaviour before Reading Recovery was very challenging. Being able to give his mother good news in the playground made a real difference. His reading age went from 4 years 10 months to 8 years 3 months as a result of the intervention, and he moved to a top literacy set.

The school provides a wide range of interventions, such as the Better Reading Partnership. They note that these have provided an effective bridge to parents, who see that concrete action is being taken to help their child and that progress is fast. Fatma's mother, for example, used to say 'She's thick, she's thick' about her daughter. Now she can't believe the difference and says 'Is it going to go in like this? Will she read for ever?'

At **Barlow Hall Primary** in Manchester, almost all the children involved in Reading Recovery come from families with a history of learning difficulties, and their achievement – Level 2B+ at the end of Key Stage 1 – really is breaking the intergenerational cycle of disadvantage. Parents of all Reading Recovery children are invited in for an hour for coffee. All came in to see a lesson, including one mother who subsequently found herself in prison in London. Her child managed nevertheless to make good progress in his Reading Recovery lessons and now in Year 3 is a better reader than many in his class – still vulnerable on many fronts, but as the headteacher says 'there was no way we were going to let him leave the school illiterate.'

Fiona, the Reading Recovery teacher, uses a home-school book for the children she works with, making very clear suggestions for how parents /carers can help: for example, 'Can you help him with 'the' – make the word and ask him how many times he can find it in today's book.'

When Callum, one of four children whose older brothers and sisters also had literacy difficulties, took part in Reading Recovery his mother came in to watch a lesson and Fiona suggested she come in at any time for a chat and new ideas. Callum's mother took her at her word. 'Fiona, Fiona – how do you teach the word 'the'?' she asked. 'Fiona, Fiona, how do you teach the words you can't sound out?' She was very inventive, putting key words on balls, for example, so her children could play games with them at bathtime. Reading became a top activity at home; 'I went upstairs and they were all reading, with the telly off!' she reported. Fiona later asked her to lead a coffee morning for other parents; she came in with comics, books, magnetic letters and lots of good advice. Now some of these parents too are helping in classrooms, as well as supporting reading at home.

In **Kent**, one school has regular tea and toast sessions for parents of Reading Recovery 'graduates', to help maintain their involvement with the child's learning. In several schools, parents of graduates mentor parents of children new to Reading Recovery.

In **Tower Hamlets**, parental engagement is on the agenda for every Reading Recovery teacher continuing contact meeting. Schools are actively encouraged to sign up to the Reading Connects scheme. Schools like **Marnor Primary** show what can be achieved where efforts to engage parents in supporting literacy can build on an existing whole-school approach that includes two school-home support workers, organised family days out, oversubscribed parenting groups, cookery groups, embroidery groups and many other family learning initiatives.



## Section 5:

# Maintaining the gains

### **Headteachers and teachers continue to tell us about the sustained progress made by children who have had Reading Recovery.**

'We are still seeking the impact of the programme on children who have been discontinued. Despite being highly vulnerable, one child has achieved a L2C in Year 2. The impact of the programme has been seen despite turbulence in the child's life and very little progress in other areas. Fantastic!'

'Reading Recovery has continued to bring enormous benefits to children at Lauriston. Of the nine children in Year 6 in 2006-7 who benefited from the Reading Recovery programme, seven achieved Level 5 in the end of Key Stage 2 SATs, one gained Level 4 and one child, Level 3. The latter pupil had English as an additional language. This is a remarkable result and speaks volumes about the success of Reading Recovery as an intervention programme. 97% of our pupils achieved Level 4 or above in English in the tests. 93% of Year 2 pupils achieved Level 2+ in both reading and writing.'

'We were delighted that all eight children who had Reading Recovery when they were in Year 1 and Year 2 achieved Level 4+ in English in their 2007 SATs – five of them achieved Level 5 in Reading. Three of the eight had no further interventions in Key Stage 2. Others had Better Reading Partnership, Reciprocal Reading or multisensory spelling work. It's evident that children who have phonological difficulties linked to dyslexia may require some form of continued support but can be extremely successful if Reading Recovery is followed by the right top-up.'

'At Waycroft, we looked at the end of Key Stage 2 results of the 14 children who had Reading Recovery when they were six. Thirteen got Level 4 in English, and one got Level 5.'

*Every Child a Reader* schools have been innovative in finding ways to help children sustain their progress. These are some of the ideas they have come up with:

- Flagging children on the school's tracking system, so that class teachers are aware that these are children with significant barriers to their learning, even though they may now look like children who have never had a problem
- Having the early literacy intervention team, intervention or inclusion manager maintain a termly overview of their progress
- Having Year 2 Reading Recovery 'graduates' help children in Year 1 with their reading
- Continuing to work with parents and carers on supporting the child's learning at home – engaging them in the school parental involvement initiatives, Family Learning courses, or just a coffee morning once a term when they can meet as a group

- Arranging for the child to continue to read regularly with a reading partner such as a teaching assistant, older child or a volunteer. Many *Every Child a Reader* schools are training older children and parents as Better Reading Partners. For example at Park Lane Primary school in Brent, Bharti Shah the Reading Recovery teacher has trained 20 high school mentors to read with children in Key Stage 2. At the end of the year the younger children write about what they have learned from their mentors and the mentors receive a certificate at an achievement assembly.
- Providing further 'top-up' interventions if needed, such as Year 3 Literacy Support, Further Literacy Support in Year 5, or for children with dyslexic difficulties, multisensory spelling activities and help with organisational and memory skills. At Stenson Fields Primary, in Derbyshire, for example, careful tracking identifies any child whose progress may be slowing. Year 3 Literacy Support was used with one Reading Recovery graduate, boosting him to Level 3B mid way through Year 3. The school has planned a Year 3 Guided Writing group as another follow-on for some children. At Abourthorne Primary in Sheffield, the Rainbow Reading scheme has proved very successful in providing the continued reading mileage that is an ongoing need for many children.
- Having the Reading Recovery teacher provide short in-class booster sessions where data show that a child's progress is slowing. Some teachers keep a list of children they will work with in this way when one of the current four Reading Recovery children are absent. At Avonmore Primary in Hammersmith and Fulham, all children (and adults) read for twenty minutes at the start of the day. During this time the Reading Recovery teacher will work with Key Stage 2 Reading Recovery graduates to make sure they are maintaining their gains.
- Developing comprehension skills through Reciprocal Teaching – an offshoot of Reading Recovery that *Every Child a Reader* schools are using very successfully with groups of children in Year 2 and right through Key Stage 2.
- Becoming a Reading Connects school and sharing ideas on providing a rich literacy environment where everyone loves to read.

Systems for ensuring children involved in *Every Child a Reader* make continued progress are founded in good links between class teachers and the teachers and teaching assistants who are providing interventions. At **Valley Park Primary** in Sheffield, Sue Petheridge, assistant headteacher, notes that it is 'No good dropping them off in the classroom and then they don't do anything else all day on what they've learned in Reading Recovery'. An innovation has been to make links between children's Reading Recovery lessons and class work by focusing the daily writing on the class topic. The child's sentences are mounted in sequence ('We went on a minibus to a 1950s shop', 'I liked the telephones because they can spin', 'I saw a book about meat') to produce a sustained piece of writing for display in class.

At **Greenlands** in Sheffield, there is a similar focus on links to the classroom. Staff meetings were used to make sure all staff knew they had a vital role in the three 'Waves' of intervention. Termly pupil progress review meetings colour coded each child on a traffic light system, with those on red or amber considered for extra help. This meant, the school say, that 'it became a shared challenge, not just the class teacher sitting alone and wondering what to do.' Teaching assistants and teachers alike are expected to share their expertise; recently teaching assistants (re-named as intervention leaders) each did a presentation at a staff meeting about the intervention they led. A feedback sheet is used by class teacher and intervention leader; the teaching assistant writes a comment on the strategies the child now should be using in class which goes to the class teacher. The class teacher fills in a comment about the child's success in applying these strategies.

## Section 6:

# Innovation in local authorities

**The local authority teams involved in *Every Child a Reader* have this year continued to innovate, developing the programme to suit local circumstances and needs.**

### Sheffield

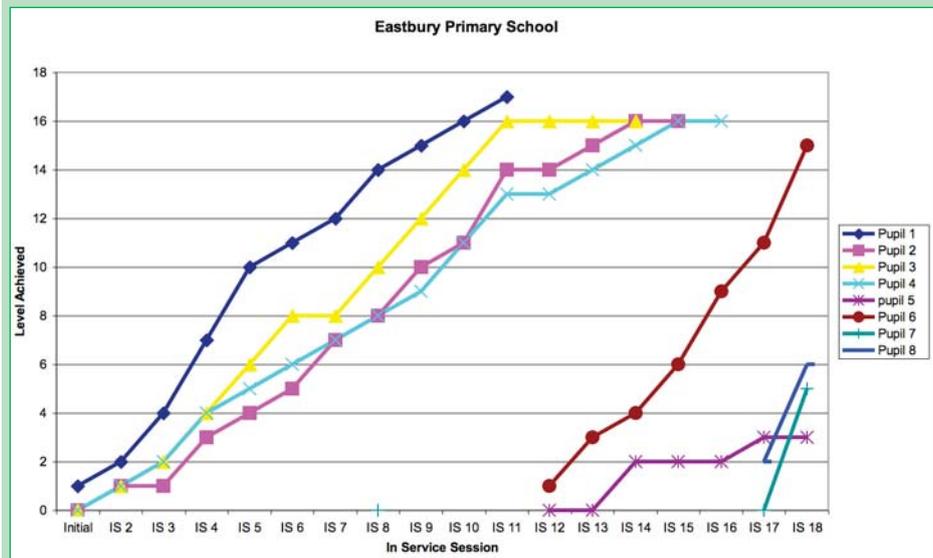
Sheffield local authority has continued their strategy of extending the programme area by area, involving all the schools (primary and secondary) in a Service District. The Sheffield *Every Child a Reader* programme draws on the Primary National Strategy *Leading on intervention* materials and provides in-school support on the leadership and management of intervention. Each school taking part has to identify a member of the senior leadership team who will oversee the work on intervention. Support is given in auditing pupil need and provision mapping, with proper attention paid also to securing effective Wave 1 Quality First Teaching. Schools are supported by local authority staff (literacy consultants, Reading Recovery Teacher Leader, Learning Support team members) to provide a range of evidence-based interventions. Talking Partners and a local version developed for younger children (Time to Talk), Reading Recovery, Fischer Family Trust Wave 3 and Early Literacy Support are used in Key Stage 1 to ensure that the continuum of need is addressed. The local authority provides three-day training on Fischer Family Trust Wave 3. *Every Child a Reader* schools' governing bodies signed up at the start to an agreement setting out requirements. These include the intervention leaders' attendance at regular meetings of the *Every Child a Reader* schools. These meetings are tightly planned to enable schools to receive information and share practice, and are very powerful. As one school noted 'It's great to meet with lots of other people working on the same thing.' Data is used to inform developments; Reading Recovery teachers have worked together with Derbyshire teachers at a conference and in their continuing professional development sessions to look at children's writing journey from Level 1 to 2c to 2B. They have focused for example on extended writing, writing more complex sentences, work on oral language skills, using connectives, linking the writing part of Reading Recovery lesson to the classroom (for example, writing recounts), and developing a conversation with the child that remodels their language so child and teacher together come up with a shared piece of writing.

### Hackney

In Hackney, Writing has also been a development area. At Brook Primary ideas from Reading Recovery are being used in Year 1 classrooms; children write for ten minutes a day using the 'practice page'. Their teachers also put a special stamp in children's writing books when they see them using practice page and re-reading their composition as they go. The very successful Daily Supported Reading programme continues in an increasing number of Hackney schools; one innovation has been twinning schools so that a school with Reading Recovery teacher helps another school to implement Daily Supported Reading. The authority has also developed very useful guidance for schools on how to tackle the attendance problems that are an issue for many children in Reading Recovery.

## Barking and Dagenham

Barking and Dagenham's Teacher Leader, Joy Olive, has developed a highly effective way of keeping tabs on the progress of every single child. Teachers fill in a simple form every two weeks, showing what book level each child is on. Data from the forms is transferred to graphs, like the one below.



As well as providing headteachers and governors (and Ofsted) with a very clear visual summary of progress, the graphs enable Joy to identify early on children who are not making sufficient progress, and children who have many gaps in their lessons. She can then contact the teacher and offer support. Other local innovations include the procedures used for children 'referred' from Reading Recovery, needing further help from the school; a speech and language handbook is used to identify areas of need and where appropriate there is a referral to the speech and language team for an assessment, or other support from the local authority inclusion team. Links with School Improvement Partners (SIPs) are excellent; for example, almost all Barking and Dagenham's SIPs have observed a Reading Recovery lesson. Better Reading Partnership has been introduced and 11 teachers have been trained as Trainers. Two of these are Reading Recovery teachers in infant schools, who are planning to provide BRP training in partner junior schools, to support improved transition. The local authority is also looking at the use of BRP in Year 7. Two secondary SENCOs have been trained as Trainers and have trained teaching assistants and library assistants and will offer training to their linked junior schools.

A family learning support advisory teacher will oversee the pilot in non-Reading Recovery schools, and the Reading Recovery Teacher Leader will continue to offer and support BRP in Reading Recovery schools. The authority is already seeing good results – in Village Infant school, for example, all the children expected to achieve a Level 2C at the end of Key Stage 1 were targeted for BRP; as a result all achieved Level 2B or above.

## Haringey

In Haringey much effort has gone into aligning *Every Child a Reader* with inclusion. There is a cross-local authority group – educational psychologists, inclusion teams, early years, Communication, Language and Literacy Development and Reading Recovery consultants – which overviews interventions and identifies unmet need, such as for early interventions for speaking and listening. Looked after children are given priority for *Every Child a Reader* support, with the Teacher Leader holding data showing where they attend school so she can check if they fit into Reading Recovery or BRP support. A group of social workers came to a literacy co-ordinators' meeting to hear about how to advise parents and carers to support their children with reading. One of the Reading Recovery teachers is a foster carer and is planning to meet up with a group of fellow carers to offer support.

## Southwark

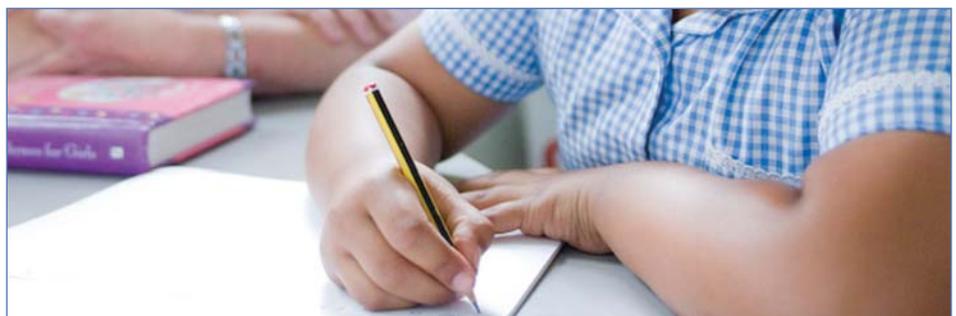
In Southwark, Isobel, the Teacher Leader runs a regular network for Reading Recovery teachers that focuses on wider *Every Child a Reader* work and is in addition to Reading Recovery continuing contact sessions. These network meetings are very powerful for mixing established teachers and teachers in training. Isobel has made sure all her Reading Recovery teachers have training in understanding the needs of children learning English as an Additional Language.

## Islington

Supporting the introduction of the revised Early Literacy Support (ELS) programme has been a focus for many Teacher Leaders. In Islington, for example, the Teacher Leader ran ELS training jointly with a literacy consultant and has planned for her Reading Recovery teachers to have a session as part of their continuing contact, to help them understand and support ELS in their schools.

## Liverpool

A particularly effective innovation within the *Every Child a Reader* project has been the development by the Institute of Education of a year-long course for experienced Reading Recovery teachers, aimed at providing them with the skills they need to influence literacy practice at whole-school level. This year the course (called RRiPLLe – Reading Recovery in Primary Literacy Leadership) operated in a number of local authorities, jointly tutored by Teacher Leaders and members of the local Primary National Strategy literacy and inclusion teams. Liverpool local authority took seven teachers through the RRiPLLe course in 2006 - 7, and seven more this year. This means there are now fourteen teachers who can be called on to support other schools. The Teacher Leader says 'In *Every Child a Reader* in Liverpool, Reading Recovery is the core and RRiPLLe is the 'more'. Because of the RRiPLLe course we now have a team to support literacy across the local authority.'



## Bradford

Bradford continues to act as national hub of excellence for 'layered' literacy interventions involved in *Every Child a Reader*, providing training in the authority's Talking Partners and Better Reading Partners schemes across the country and continuing to develop new interventions, such as the exciting 'Nurturing Talk' programme that provides a Wave 3 response linking children's social and emotional development with their language development.

A number of local authorities have this year, with Bradford's help, introduced or embedded the Talking Partners scheme as part of their *Every Child a Reader* provision. The scheme is designed to raise achievement in speaking and listening across the curriculum and emphasise the link between oracy and literacy. It involves a teaching assistant working with three children for three twenty minute sessions every week for ten weeks. The sessions include news telling, story reconstruction, barrier games, character interviews and question circles.

## Talking Partners

The Reading Recovery Teacher Leader in Tower Hamlets trains all her Reading Recovery teachers in Talking Partners in the first term after they have completed their Reading Recovery training. She has formed a team with a speech and language therapist and members of the Ethnic Minority Achievement and Learning Support services, so as to provide monitoring visits and train non-*Every Child a Reader* schools. In Islington the local authority has also identified a second Talking Partners trainer who works with the Reading Recovery Teacher Leader to provide initial training and 'continuing contact' (on the Reading Recovery model) for teaching assistants and teachers. A speech therapist is involved and recently came to a continuing contact session to help with analysing data. The local authority library service is making up Talking Boxes of books that support the group work, for loan.

Schools use the Talking Partners programme in different ways. At Vittoria Primary in Islington, for example, a nursery nurse and teacher are working with groups of children in Year R to develop underpinning oral language skills, before children receive any literacy interventions. In other schools it is used in Year 1 onwards.

Results from Talking Partners have been excellent. Haringey has introduced the scheme in almost all its primary schools; children are typically making double the normal rate of progress in language skills, with some making four times the normal rate of progress. Children who have been in the groups are more confident at interacting in class and socialising with their peers. Evaluations also report improvements in the structure and content of pupils' written work.

At Hermitage Primary in Tower Hamlets teaching assistant Najma and the Reading Recovery teacher attended joint training on Talking Partners, and the Reading Recovery teacher acts as a support to Najma in delivering the programme.

Najma is working with a group of four Year 1 children. First, she uses the Big Book they were reading in class as a focus for discussion and vocabulary-building. Then, she puts a wooden screen between one pair of children and the other pair. Each pair is given a set of brightly patterned pieces of a clown shape – a hat, jumper, trousers, shoes and so on. They have to choose pieces to make their clown, then describe to the pair on the other side of the screen how to make an identical version ... 'His jumper has wavy lines and is blue'. 'His hat is pointed and has red spots'. The exercise helps them think carefully about how to use precise language when giving instructions.

## Leicester

In Leicester, Better Reading Partnership is implemented in all *Every Child a Reader* schools, with 101 teaching assistants trained and 345 children benefitting. In 2007-8 the average gain in reading age was ten months after an average of just ten weeks on the programme. An example of the impact comes from Parks Primary School, where teaching assistants across the whole school have been trained in the scheme. For those children whose phonic knowledge is assessed as being weak the 10-15 minute BRP session is supplemented by additional phonics teaching. The work of the teaching assistants is quality assured through regular 'top up' training sessions provided on a termly basis by the local authority and by in-school observation and feedback from the Reading Recovery teacher in her role as Inclusion Manager. Monitoring and support for the individual teaching assistants is differentiated on the basis of the evidence of impact of their work on children's progress.

This is what the teaching assistants had to say about their experiences:

### **About children:**

*I have seen a child new to English move from book level 7-17 in 8 weeks.*

*I have to beg Cosmos to stop reading.*

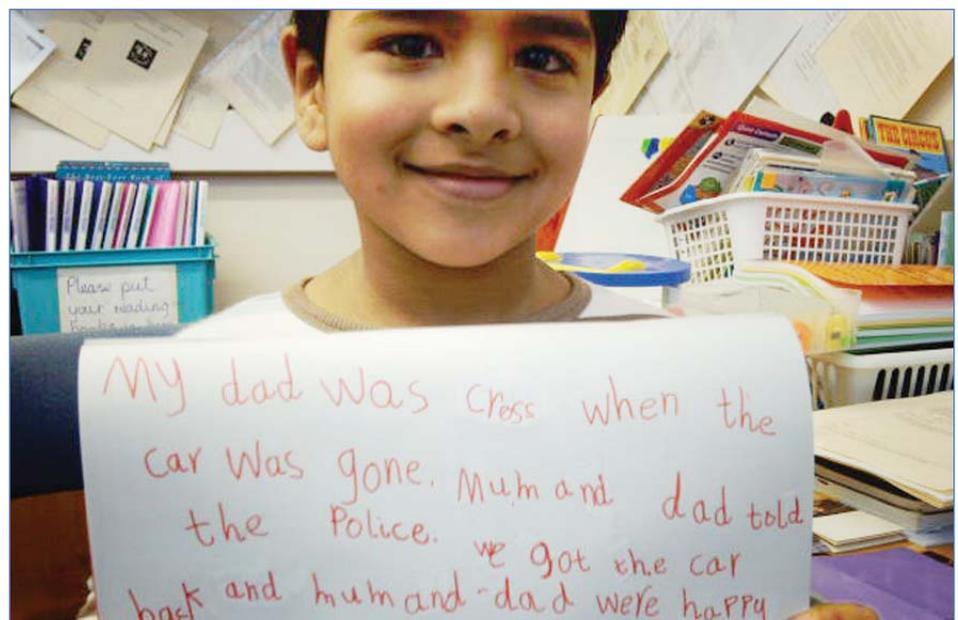
*Cory now sets his own targets. Recently he said: 'by the next holiday I want to be level 13' and went on to announce his new book levels to the whole class!'*

### **About themselves and their own learning:**

*It is so rewarding to see children progress so quickly and gain enthusiasm.*

*Having more knowledge gives us so much more satisfaction.*

*I am more confident now that I have insights into what I need to do to move children onto the next step.*



## Kent

Kent has introduced the idea of a link governor for *Every Child a Reader*, with responsibility for keeping the governing body informed. To make sure children's gains are maintained, the authority suggests schools have a transition plan, with initial support in class from the Reading Recovery teacher, next steps for learning identified for class teacher plus a handover to a named teaching assistant in class who has had Better Reading Partnership training. Schools have a single plan for local authority support and *Every Child a Reader* is part of this plan. There is a commitment sheet signed by local education officer, school chair of governors, head and School Improvement Partner (SIP). The SIP is expected to evaluate impact of all local authority support termly, with any issues fed back to the local authority so a senior officer can become involved. SIPs have been well briefed on *Every Child a Reader* and receive copies of visit notes each time a Teacher Leader visits a school. Much effort has gone into promoting the benefits of the programme to schools. Heads were briefed at headteacher conferences, and articles placed in governor briefings, with considerable success. Headteachers already involved are expected to attend network meetings twice a year. At one such network meeting a Teacher Leader and Reading Recovery teacher from an authority with many years of experience of Reading Recovery described the impact that can be achieved at whole-school level. Heads were then expected to watch a Reading Recovery lesson in their own school, in preparation for the next session, when they watched a lesson at the Reading Recovery Centre through the one-way mirror. The Teacher Leader provided a commentary on the lesson and led a subsequent group discussion about features of the learning and teaching that could be transferred to the classroom. At another headteachers' network meeting, three key questions provided a focus for discussion:

- Are you making the most of Reading Recovery in your school?
- What can be done to support the transition from intensive daily support to classroom based learning only?
- How can schools ensure that Reading Recovery children continue to make expected progress at the same rate as their peers?

The outcome of these discussions was collated and published as a leaflet. This working document, full of practical examples, has proved to be an effective tool that has formed the basis for school self-evaluation and supported school improvement.

Schools are encouraged to ensure that learning from Reading Recovery assessments feeds back into classroom teaching; for example, schools are using data from the Reading Recovery Observation survey to identify aspects of class teaching that need sharpening. Good practice in cluster working and a layered approach is beginning to develop. Reading Recovery is now in every cluster, and some clusters have taken on Better Reading Partnership - for example, one is funding teaching assistants for BRP training and is planning for leading teaching assistants to support Key Stage 1, 2 and 3, using homework clubs. The Reading Recovery teacher is being paid additional time by the cluster to monitor the BRP provision and outcomes.

## Bristol

In Bristol there is now substantial local evidence that Reading Recovery teachers can have a profound impact on standards of literacy teaching in class, as well as providing or supervising additional out-of-class interventions. The local authority is looking at how this impact could be extended if each locality were to have a lead *Every Child a Reader* school. The lead schools would support other schools within the cluster and would ensure that the programme is seen as a whole-school initiative understood by all staff. The focus would be to raise standards in literacy across the cluster. This would involve:

- All staff watching a live lesson at the Reading Recovery Centre in order to have a common understanding of the key features of the programme.
- All staff being trained to take a running record to make sure that all children will be reading material that is within their zone of proximal development.
- All staff being trained to analyse running records in order to see what strategies the child is using and what the next steps are towards the child becoming an independent reader
- All staff being given time to observe Reading Recovery lessons in the school, to practise taking running records and work alongside the Reading Recovery teacher.
- The Reading Recovery teacher undertaking an audit of individual reading books. New books would be bought in order to ensure children have a selection of appropriate reading material to read.
- Books being book-banded and levelled according to the Reading Recovery guide to book selection to ensure that all children experience success and progress from one level to the next. If a child is not seen to be making progress he/she would be identified for one of the targeted intervention programmes.
- Each term the class teacher submitting an up to date reading level for every child in that class. The headteacher and Reading Recovery teacher would gather this information in order to analyse and discuss literacy across the whole school.
- The school establishing an early literacy intervention team which manages the process of assessing the needs of children across the key stages, matching interventions precisely to these needs, and monitoring and evaluating progress.
- Headteachers also ensuring that data is used effectively to identify children for intervention and to track their progress subsequently.
- The school striving continuously to engage parents and carers involved in the programmes, and to work in partnership with them.
- All support staff and volunteers who are supporting reading in the school being trained as Better Reading Partners.

## Manchester

In Manchester the innovation within *Every Child a Reader* has been finding ways of working effectively across a number of different local authorities – ten in all, with two Teacher Leaders between them.

The consortium builds on earlier joint work between Manchester and Tameside. It consists of primary strategy leads, the two Reading Recovery Teacher Leaders and SEN/Inclusion leads. The National Strategies are also represented.

From the start the local authorities agreed to work closely together and set out ground rules to establish ways of working that were agreed by all involved. There was initially quite a steep learning curve for some in particular in learning about Reading Recovery and how that specialist teacher underpins the *Every Child a Reader* approach.

All local authorities were offered the opportunity to visit successful *Every Child a Reader* schools in both Tameside and Manchester to enable them to experience first hand the power of the approach.

Within the consortium there are a number of different strengths around approaches to literacy and intervention and the group has been a really useful forum for sharing this expertise – for example, the Communication, Language and Literacy programme, and transition issues at the end of the Early Years Foundation Stage.

The group decided to hold a consortium launch to give the programme a high profile with headteachers and governors in new *Every Child a Reader* schools. Each school sent three participants including the headteacher, prospective Reading Recovery teacher and another senior leader or governor. The programme was designed to showcase the impact of the programme on schools, on parents and on the child. Contributions came from senior local authority leaders, headteachers in *Every Child a Reader* schools, class teachers who had benefited through the impact on their own professional development, children who had received the Reading Recovery programme and their parents who talked about the transformation that had taken place for their child. The launch was a great success and the consortium plans to hold a best practice conference annually to continue to showcase this important work.

Member local authorities within the consortium are working in partnership with the DCSF, City Challenge and National Strategies to develop a literacy leadership programme which focuses on headteachers leading learning around *Every Child a Reader* in their school. The aim is that every school will be able to access this and in doing so be able to increase the pace of impact in their own settings.

## Devon

In Devon innovation has centred around establishing a role for Reading Recovery teachers beyond their own schools. The question the local authority asked itself was this - how can 19 Reading Recovery Teachers have an impact in a local authority with 323 primary schools?

The *Every Child a Reader* concept of layers of intervention involves the Reading Recovery teacher working directly with the hardest to teach children but also using their literacy expertise to support and mentor teaching assistants who deliver 'lighter-touch' interventions. Janet, the Teacher Leader, set out to explore if this could be taken one step further, with the Reading Recovery supporting teaching assistants in other schools in the wider local learning community.

The first step (January to May 2007) was for Janet to deliver five days of training and subsequent support to 12 teaching assistants who simultaneously worked one-to-one with 21 children. Over the course of 13 teaching weeks, children made an average book level gain of eight levels, with similar gains in writing. Results show an average gain in word reading age of 12 months (from an average 5y 8m to 6y 8m) over the period of the intervention. During this initial period, there was little difference between the outcomes for children in schools with or without Reading Recovery, although the teaching assistants in schools with Reading Recovery reported feeling 'better supported'. In the next school year the Fischer Family Trust Wave 3 Literacy Intervention was introduced to nine local learning communities across the county, with Janet delivering the training and the Reading Recovery teachers mentoring and visiting around 60 teaching assistants in surrounding schools. Data collected showed a mean gain of nine book levels (equivalent to over 12 months in reading age) over a period of a term. Children in schools with their own Reading Recovery teacher made greater gains than children in schools which did not have their own teacher. In June 2008, 17 Reading Recovery teachers completed the Fischer Family Trust accredited training and from September 2008, these teachers will be working in more and more local learning communities each term. Reading Recovery teachers will also run termly ongoing professional development for teaching assistants trained from 2005 onwards, to keep their skills up to date and to ensure fidelity to the programme.

Work in the Exmouth Local Learning Community illustrates the power of collaboration. Within the 15 primary schools, there are three trained Reading Recovery teachers, with a fourth who came into post in September 2008. As well as working/impacting widely in their individual schools, the Reading Recovery teachers share their expertise across the network. Schools each contribute £170 per annum to a central fund which compensates the host schools for the Reading Recovery teachers, each of whom mentor four teaching assistants across the network. All network schools have teaching assistants trained to support Fischer Family Trust Wave 3 intervention and running records. Schools can also 'buy in' additional Reading Recovery teacher expertise, for example, to support preparatory assessments for children referred to the Educational Psychological Service.



# Conclusion

**This has been a very successful final year for the *Every Child a Reader* pilot programme.**

**The programme has demonstrated that providing Reading Recovery is an effective solution to early literacy difficulties. Over three quarters of the children involved – the hardest to teach children in the schools where it is hardest to raise standards – have been returned to average or above literacy levels for their age after only 41 hours of one-to-one teaching. A high proportion of these children were poor, and two thirds were boys. This means the scheme has been able to address entrenched inequities that are of concern to all our funders. The initiative has shown that schools can raise their aspirations for the lowest attaining children, and begin to break the link between poverty, gender and attainment.**



The scheme has also had a marked effect on whole-school standards. Overall attainment rose significantly in schools with experienced Reading Recovery teachers whilst nationally results remained static. Schools developed innovative and imaginative ways of deploying the skills of their Reading Recovery teacher to improve literacy learning for all.

Innovation was equally evident in local authorities. From collaboration across clusters of schools, through phonics developments and schemes to develop children's oral language skills, to the involvement of the local business community, local authorities have made *Every Child a Reader* their own, matching it to local circumstances and needs.

Finally, the *Every Child a Reader* programme has shown that, because of the in-built infrastructure for quality assurance, it can continue to deliver outstanding results as it scales up. The number of children involved grew from 1838 in 2006-7 to 5276 in 2007-8, but the impact remained consistent. This augurs well for the national roll-out that has now begun, and the 30,000 children a year who will benefit by 2011.

# Case studies of individual children



## *Maris and Morrisson*

Maris and Morrisson are twins, in parallel classes at their Southwark primary school. By the time they were six neither had begun to read. The Reading Recovery teacher met with their mother and explained what the programme entailed. She was keen to help at home, and particularly pleased that Maris was at last going to get some targeted support, as she was very worried about her lack of progress.

When Morrison started his one-to-one lessons he soon gained confidence and used his ability to decode unfamiliar words very successfully, drawing on his phonic knowledge and skills. He made rapid progress, finishing his programme at Reading Recovery book level 18, ahead of expectations for his age. He is now in the top literacy group in his class. He is making good progress in all his class work, and his teacher has noticed a difference in his behaviour.

At the start of her programme, his sister Maris showed that she had developed her own strategies to cope with the task of reading. She simply looked at the picture and made the story up. Her stories were delightful, but bore no relation to the accompanying text. Her Reading Recovery lessons were therefore focused on ensuring that Maris attended to the letters, sounds, words and meaning of the text. She did very well in her lessons, reaching Reading Recovery book level 15. She subsequently proved that she had retained the new strategies she had learned, and was able to apply those strategies to other relevant learning tasks.

The Reading Recovery teacher had noticed early on that Maris had suffered from being continually compared with Morrison. She worked hard to raise Maris' self confidence throughout the programme. The change in both self esteem and progress in reading has been astonishing. Maris' mother is now delighted with her reading, and not only has she expressed that to Maris, but engulfed the teacher in a huge hug recently, saying, "Thank you, Mrs Mackie, for all your support for Maris!"

Taking part in the Reading Recovery programme has changed the course of both children's educational journey. Without it, Maris might have remained a struggling reader with little confidence, constantly comparing herself with her brother. Being part of the Reading Recovery programme has totally changed Morrison's attitude towards books, and helped him discover the pleasure of reading. Both children now look set to gain the maximum benefit from the rest of their school life.

***Kian's picture?***

## ***Kian's story***

When Kian started his Reading Recovery lessons he was in the lowest group in his class. He had some behaviour issues and Rose, his head teacher, describes him as 'a proper going-outside boy' who 'used to be in my office every other day'. He rarely smiled. At six, in Year 2, he could read very little.

In a typical Reading Recovery lesson towards the end of his programme he began by reading familiar books with obvious pleasure. His teacher praised him for reading with expression ('I liked the way you read that – not like a robot'). Kian also needed to focus on grapheme-phoneme relationships – for example, he was asked to practise words with the 'ou' sound, sequencing plastic letters to make words and writing 'mouth' on the whiteboard. His teacher helped him listen carefully to the sounds, as his version was 'mouf'. He wrote 'aroud' for 'around', and again she helped him to listen carefully. Noticing that he had not formed 'r' correctly, she ensured that he practised writing it in sand over and over again. He next wrote a short story, with his teacher unobtrusively coaxing more detail from him. When he was writing the word 'with', he commented that it shouldn't end in a 'f'. Finally, the teacher cut his concluding sentence into words and syllables that she muddled up for him to re-assemble.

Kian then read a new book. First, his teacher asked some quick-fire questions : 'Can you find me a word with an 'ou' in it....where is the first word ...last word....a word that ends in th...a word with four letters...a capital letter...?' She showed him cards with a comma and then a question mark and asked what he needed to do when he met them. She prepared him for the word 'fright' by asking to think of another word he knows with a similar structure ('night'). He then successfully read the book, and took home his cut-up sentence and some familiar books for homework.

The skilled teaching he has received has enabled Kian to catch up completely with his classmates. Now he is on the top table in his class. His behaviour has improved markedly and he achieved a level 2B in his end of Key Stage 1 assessments. He has now been timetabled to help Year 1 children with their reading. His parents are thrilled with his success. As Bev, his teacher says 'He really is a changed little boy.'



## Chelsea's story

Chelsea joined her Hackney school in October 2007, part-way through Year 1. At that time she was not able to read even the simplest caption books. She has been assessed by a speech and language therapist as having severely delayed phonology (as have her two older brothers) and a range of expressive language difficulties.

Her use of syntax is idiosyncratic and her Reading Recovery teacher often needs to help her: 'What will you do?' ... 'I read the books what you gave me...' ... 'Not what did you do, what will you do?' Often the teacher models correct forms – for example responding to 'Dat de 'appy bit' with 'Oh, that's the happy bit, is it?'

Phonics can be tricky for Chelsea. However, if her teacher articulates a tricky word for her, she can successfully segment the sounds and write them down. Another area with which she has needed much help is auditory memory – having composed a sentence to write, she would often forget it as she went along.

Initially, the Reading Recovery teacher worked with Chelsea for a few minutes each day in class, helping her learn letter-sound correspondences, the alphabet, and some high-frequency words. With this extra help, she reached Reading Recovery book level 6 by March 2008, when a full Reading Recovery programme place became available. By the end of the summer term she had caught up completely with her classmates and was reading and writing at average levels for her age.

Initially, Chelsea depended on adults to help her. Now, when she meets problems, she tackles them independently. This has been achieved by giving her increasing responsibility for her own learning: 'How was your reading, do you think?' asks her Reading Recovery teacher. 'Great!' says Chelsea. 'Yes, I thought it was great too.' Her teacher also uses frequent praise for independence 'Are you a superstar or not? Show me all the times you were stuck and you sorted it out.'

Chelsea's success is also due to her teacher's skill in weaving repetition of key learning throughout each lesson, so that skills become fluent. This, together with the good links with her class teacher, and the regular help her parents provide at home, has helped Chelsea to become a competent reader and writer – and, what is more, a child who sees herself as an effective learner.



## *Kerry and Tommy's story*

Kerry and Tommy\* are summer-born twins. Kerry is a lively, chatty child who likes talking to adults about her family (especially 'Nanny Pat' and 'Nanny Beryl'). Tommy, although the older twin, is quieter than Kerry and enjoys spending time one-to-one with an adult. The twins are quite independent of each other and have separate friendship groups in school. At the start of Year 1, Kerry had no evident speech, language or hearing issues, but at times could also appear babyish, still sucking her thumb.

On entry to school, Tommy was identified as having speech and language difficulties and received speech therapy during his Foundation years. He had grommets fitted when he was in the nursery, and these were recently replaced for the third time. He was also found to have blurred vision in one eye. At the start of Year 1, Tommy appeared immature for his age.

The twins' mother was aware that Tommy and Kerry were finding reading hard and was pleased to hear that they would be receiving one-to-one daily lessons with a trained Reading Recovery teacher. On entry to the programme, the twins were aged just under six. Kerry had a core bank of known words, but was unable to read the simplest level of text. She used her strong oral language and story-telling ability to 'retell' stories. Tommy paid more attention to print from the outset, but on harder texts tended to lose the match between spoken and printed word. He began his Reading Recovery lessons reading at book level 1.

Kerry's biggest problem was in maintaining her concentration. Emphasis was placed on this during her Reading Recovery lessons. The teacher's strategy with her was to hone in on attention to the details in the print, saying 'good looking makes good reading'. Choosing the right books was crucial. They needed to have known words that would keep Kerry's attention on the text. Too many unfamiliar words and she would drift back into 'story-telling'. Tommy was more print-focused and could more quickly pick up little details that helped him maintain meaning.

The school puts a high emphasis on phonics as the predominant method of teaching reading, and this had given both children a foundation of letter-sound correspondences. However, the twins found elements of phonics difficult. For example, they were unable to use blending successfully when encountering words of more than three letters. Tommy, in particular, found this impossible – he would forget what he had said by the time he'd sounded out to the end of the word. The Reading Recovery teacher therefore worked hard initially to develop his sight vocabulary of known words, whilst simultaneously developing his understanding of phonics through the writing element of his lessons.

Here, he learned to segment the sounds of words in order to write them, and mastered more complex letter-sound correspondences. Later on, the teacher moved on to helping Tommy look for chunks in words when reading. She also taught him to use analogy successfully ('if you know 'my' you can read this word – 'by').

Kerry and Tommy have now completed their Reading Recovery lessons and are working at the average reading band for their class. Their Reading Recovery teacher continues to support them in their class work and liaises with their teacher to ensure that they continue to maintain concentration. The teacher also stays in touch with their mother, who continues to support their reading at home and is very pleased with their success.



\*Not their real names



## Adil's story

Like his elder brother, Adil\* has Shwartz-Jampel syndrome. He uses a wheel-chair and has muscle spasms which can make physical movements and speech production very difficult. At six, he performed well below average in all of the Reading Recovery assessments. His reading was very slow and halting and he appeared to focus on the picture rather than the print.

Adil's teacher began his Reading Recovery lessons by spending two weeks in what is known as 'Roaming around the Known', which involves reading very familiar books, and making and reading books consisting of the child's dictated 'stories'. During this process Adil began to assert his independence and demonstrate his sense of humour. On day two he wanted to do the writing in dictated 'caption' books and was able to write a few words on his own. On day three he pushed his teacher away when reading the book, saying 'I can do it.'

On day five he chose one of the books from his basket of familiar books and, looking at his teacher, very deliberately turned it upside down and then gave a huge grin. (One of the observations done a couple of weeks before was to show him a book with where one of the pages was deliberately turned upside down. Adil had noticed!)

At this stage he was still much more interested in the illustrations than the print. He was generally very aware when what he said did not match what was on the page, however ('I did it wrong', 'What's that called?').

By week five he was demonstrating that he could focus on individual letters. When reading a book with captions 'Here is an ice-cream' he read 'This is ...' and then paused. 'That's not this', he said, 'What's the 'r' doing here?'

By week nine he was reading Reading Recovery level 4 books at instructional level (that is between 90-95% accuracy). But pointing to each word (as his teacher had encouraged him to do, to help him match printed to spoken word) was slowing him down. As the books began to have more print on each page, Adil found it more difficult to move his finger from one word to the next. The teacher suggested that he read the book just with his eyes. However, this was a step too far. He quickly told her that he was too tired.

At the end of the autumn term, Adil had had 11 weeks and 44 lessons of Reading Recovery and was still reading at book level 4.

When he returned after the Christmas holiday, there was a big change. A new electric wheel chair had arrived, giving him much more independence. He could now go where he wanted to in the playground and he didn't always need an adult with him. He could

\*Not their real names

raise and lower the chair, so he could now work at the 'big table' where his teacher worked with the other children. With renewed confidence, he rushed through level 5 and was reading at level 6 within a week.

The next problem his teacher faced was how to fit in all the components of a Reading Recovery lesson, as each element was all taking Adil much longer than his peers. Pronouncing words took a great deal of effort and time. His teacher modified the lesson structure, reducing the amount of reading but keeping the writing element so as to maintain the reciprocal relationship between reading and writing. Adil's letter formation and number of known words soon began to improve.

After 28 weeks and 119 lessons, Adil's programme was successfully discontinued. He is reading at book level 16. His teaching assistant spent time observing the Reading Recovery teacher's work with him and has been able to use some of the techniques in the class. His teacher is now working with Adil's new class teacher to find ways to continue to support him as he moves into Year 2.





## Jim's story

Jim is a child from a Traveller community. His school were initially uncertain about whether to offer him a Reading Recovery place, because of his poor attendance. But Peter, the borough's advisory teacher for Traveller Education, had good links with the family and met with them to discuss Jim's needs. They were very keen for Jim to learn to read, and very supportive. Anne, the local authority Teacher Leader, advised the school 'We have to take a chance on Jim – he is exactly the kind of child Reading Recovery was designed for.'

Jim has a lively personality and is used to working to his own agenda. At the beginning of his series of Reading Recovery lessons he could not write any words, or read the simplest text. He used many avoidance tactics, and needed lots of games and challenges from his teacher to help him learn to conform. After two weeks he was reading and writing 'mum', 'dad', his own name and that of his sister. He knew the names of 16 letters but often confused them. The most common words he used were 'I can't do that'.

Now, after 41 lessons of a possible 100, he is reading at Reading Recovery book level 7 and is enjoying familiar stories. Soon after he began his lessons, he ran out to meet Peter and say 'I've got a book!' He can hear sounds in words and is writing simple sentences. He is interested in class and his concentration has improved dramatically. His teacher says 'he is now accessing the classroom curriculum at his level, is co-operative and keen to do his work'.

The school have arranged for a member of staff from their nursery to read with him in the afternoons, as it is not possible for his parents to provide this support. Jim recently asked 'Can my mum come and watch me read?', so it is planned that Peter will bring her in to school to watch and discuss a Reading Recovery lesson.

Peter's liaison with the home has been a significant factor in Jim's progress. Jim wears glasses and often forgot to bring them to schools, so Peter arranged for a spare pair to be always available in the Reading Recovery room.

Jim's absence rate has decreased significantly since he began Reading Recovery. His parents are delighted with his progress. As Peter notes, 'He is the first person in his family to learn to read.' Without his intensive help, Jim would without doubt have remained illiterate and become alienated from education. Now, he has a very good chance of success.











