

Eastfield Primary School, Wolverhampton

Eastfield Primary School is located in an inner city area of high socio-economic deprivation. The surrounding area belies the warmth, colour and vibrancy found within the school

The introduction of the *Every Child a Reader* (ECaR) programme has been led enthusiastically by the Headteacher, Sarah Hay, in collaboration with the school's implementation team of Kate Wells, (Link Teacher and SENco) and Patricia Simms (Reading Recovery teacher). Reading Recovery has been given a high priority, by ensuring daily teaching and the provision of an attractive teaching area and an accompanying investment in resources.

The most immediate impact has been on the pupils who have undertaken the Reading Recovery programme. These children have developed, not only in terms of literacy, with accelerated progress of more than two National Curriculum sub-levels in reading (and in one case, of four sub-levels), but also in terms of confidence and self-esteem. Their self-image as successful readers was evidenced when all of the Reading Recovery children presented readings to an audience of children, staff and parents in the school's Easter service.

The children's accelerated progress results from highly skilled, individualised teaching by Patricia Simms, underpinned by an understanding of the theoretical basis and within the context of caring, nurturing relationships.

Further, the *Every Child a Reader* programme has had wider, whole school influences. A staff meeting presented by Patricia Simms and the local authority Reading Recovery Teacher Leader raised awareness and aimed to disseminate and embed good practice. Teachers have observed Reading Recovery lessons and adopted effective teaching strategies into class teaching. Assessment of reading through accurately scored and analysed running records has become the basis of a whole school system of tracking attainment in reading and facilitating appropriate text selection.

Patricia Simms has also supported the professional development of the school's teaching assistants. Members of the school's support staff have observed Reading Recovery sessions and the Reading Recovery teacher has led training sessions designed to develop teaching assistants' skills in guided reading and the application of a wider range of effective teaching strategies.

Parental participation has formed a significant element in Eastfield's implementation of *Every Child a Reader*. Parents have been involved, updated and invited to view lessons. Home support was encouraged and the contribution of parents was recognised when they were invited to join their children in an end of year celebratory tea party in school.

Such events typify Patricia Simms' contribution to Reading Recovery, both within the school and the training group. She appears to be re-energised by her training year, where she has blended the benefits of extensive teaching experience, with a willingness to adopt new approaches. Patricia is a knowledgeable, reflective practitioner, whose discursive, enquiring approach has supported the cohort's development into a self-sustaining learning community.

Eastfield's approach to the *Every Child a Reader* initiative was exemplified at our end of year celebration in the Mayor's Parlour. Sarah Hay spoke of her experience of leading a successful implementation, while Patricia Simms discussed her reflections on the training year. The Reading Recovery children shared their enjoyment of reading stories and displayed their glittery pictures, after which they consumed orange juice and cakes amid the mayoral silver, their art work leaving a shimmering sheen – literally adding a sparkle to the proceedings!