

Heald Place Primary School

Introduction

Heald Place Primary School is an inner city primary school in Manchester with 475 children on roll, 98% of who are learning English as an Additional Language. The school serves pupils from different ethnic groups, the largest groups being from the local Somali, Arabic, Pakistani and Bangladeshi communities. Mobility is high and many join the school in Key Stages 1 and 2, including refugees who in some cases have not previously experienced any formal education.

As a result of the success of the first year of the *Every Child a Reader* programme (2006-2007), the school agreed to train their own Reading Recovery teacher last year so that Reading Recovery would be embedded within school. The local authority Reading Recovery teacher who had previously worked in the school acted as mentor to the new teacher, sharing her expertise and advice throughout the year. The Reading Recovery teachers have been used as “experts in residence” and have worked closely with key members of staff. The school now has its own Reading Recovery teacher, who has been able to develop her skills and knowledge of the reading process due to the support received last year.

All the children who entered the programme have made excellent progress. There are 22 different languages represented in school and an additional bonus has been that Reading Recovery has supported the language development of children learning English as an Additional Language. It has supported them in developing good language structures and vocabulary in English and built their confidence with speaking and listening in addition to reading and writing. The programme has also strengthened links with their parents and carers, who have shown a great interest and offered insights into their own first languages during observations of lessons and discussions. Similarly, the school’s bilingual staff have offered support to Reading Recovery teachers through bringing their own expertise and comments relating to the programme.



Ensuring whole school impact

Heald Place has ensured that there is whole school awareness of the principles of the *Every Child a Reader* programme.

Foundation, Key Stage 1 and Key stage 2 staff have observed Reading Recovery lessons. One teacher commented, *“The observation taught me that it is possible to include different “pacy” strategies in one short session. I gained many new ideas watching the teacher as the techniques used are transferable to and relevant to my own teaching in Reception. The child was extremely motivated & clear about what she had accomplished at the end of the session.”* The Reading Recovery teacher has also worked closely with teaching assistants on individual and supported reading, offering tutoring, the opportunity to watch lessons and observing their lessons herself.

The literacy subject leaders play a central role and have wholeheartedly supported the implementation of *ECaR* in school. They meet regularly with the Reading Recovery teacher and drive new initiatives throughout the school across all levels. They have both observed Reading Recovery lessons taught “through the screen” and given very positive feedback. One of them commented on the great impact the lesson had in terms of the professional development of the other Reading Recovery teachers observing and the confidence it inspired in the child. *“I left the Reading Recovery Centre feeling proud to be part of such a positive and fantastic Literacy team at Heald Place, where we all work hard for each and every pupil. We know each pupil well as an individual and try our best to meet each child’s needs in order to develop their strengths.”*

The Reading Recovery teachers, literacy subject leaders and school staff have jointly delivered:

- Whole school staff training on Reading Recovery concepts and principles.
- Introduced the ‘Benchmarking Kit’ and the use of running records as assessment tools across the school.
- Staff Continuing Professional Development and specific support for Teaching Assistants in supporting reading, including individual tutoring.
- Workshops with parents and carers on how to support their child’s reading at home
- Parent workshops on how the school teaches “*Letters and Sounds*” and the making of games to support reading at home.
- Whole school training on guided reading

The Book banding system for Guided Reading has been developed in school using Reading Recovery levels. This was made possible through a commitment by the Head teacher and Governors to buy new resources each year to extend the range and number of sets of books for guided reading. A range of quality fiction and non-fiction books have also been purchased for use in each classroom. This academic year a wide range of “take home” books at different levels has also been purchased. There was also a superb effort by school staff over a number of in service days to sort, label and organize both existing and new resources.

The school now has a well organized and extensive range of sets of books at each Reading Recovery level for guided reading and this has enhanced the delivery of these sessions across the school. Resources can be now be accessed quickly and texts are well matched to the children’s reading levels. The large number of individual reading books which have been purchased will greatly enhance the school’s reading resources overall.

Layered Interventions to support children with literacy difficulties.

At Heald Place, Reading Recovery is seen as part of a layered approach to reading and writing Quality First inclusive teaching for all children is supplemented by wave 2 and wave 3 interventions Interventions are linked to an analysis of children’s progress through provision mapping, based on teacher assessment and results of Foundation Stage profiles; Key stage 1 and 2 national curriculum assessments and QCA optional tests. Analysis of this range of assessment information highlights children who would benefit from additional intervention in order to ensure that they sustain attainment gains through to the end of Key Stage 2.

Wave 1 Quality first teaching

The school is in the third year of the Communication Language and Literacy Development Programme; CLLD which is having a positive effect on children’s early reading development.

Letters and Sounds is taught across Key stage 1, linked to children’s progress through the phonic phases, with different members of staff (including one of the literacy subject leaders and the Reading Recovery teacher) teaching a group working at a particular phase.

The Heald Place Provision Map

Wave 1	Wave 2	Wave 3
Foundation Stage Communication Language and Literacy Development Programme CLLD Foundation Stage Key stage 1 Letters and Sounds	<u>Year 1 ELS</u> Year 2 Extra intensive guided reading Year 3 National Strategy Literacy Intervention – Quest Year 5 Further Literacy Support (FLS) Year 6 Booster class ‘Catch Up’ reading programme in Key Stage 1 & 2 Paired reading – Year 2 children with Year 5 Reading Recovery Teacher – extra guided & individual reading Year 2 (2 afternoons)	Year1 /Year2 Reading Recovery

The impact of all the interventions is monitored and evaluated pre and post interventions to ensure pupils show progress. Results of interventions are reported to the Head teacher and school Governors.



Benefits to the school community

The Reading Recovery teachers have worked closely with parents and carers, inviting them to see their child working in a Reading Recovery lesson, discussing the programme with them and talking about the part they can play in listening to their child reading daily. A number of parent workshops have been jointly delivered by school staff and the Reading Recovery teacher. Many parents have been delighted with their child's progress. Comments written to the Head teacher include;

"Full credit goes to the school for teaching him to read and identifying early his weakness in reading. I can honestly say that the school has given my son the best start in life by giving him a firm foundation in reading skills."

Visitors to school

As a leading practice school within the Local Authority, schools from Manchester and other Local Authorities have visited to observe the teaching of phonics & reading & discuss strategies for implementing the EcaR programme with a particular emphasis on support for children learning English as an Additional Language. One head teacher described the visit as "inspirational".

Impact on Class Teachers and Teaching Assistants

There has been improved Knowledge and understanding of the reading process has been strengthened for both teachers and teaching assistants. This has been achieved through discussion of individual pupils and their progress, lesson observations, use of the 'Benchmarking Kit' for assessment and the widespread use of Reading Recovery strategies in class lessons. In relation to individual tutoring from the Reading Recovery teacher one teaching assistant observed – *"The sessions were really helpful in terms of learning techniques to teach children at different levels and also help them in a more appropriate way. It was a wonderful opportunity."*

Class teachers have also made many positive comments about the benefits of Reading Recovery, saying, *"Children have become more confident and keen to speak up during discussions and general conversations. It has helped them with their "Talk Partner" work and developed their vocabulary."* Another teacher commented on the children's motivation – *"They are eager to go to all sessions and show great enthusiasm!"*

To ensure Reading Recovery children continue to make progress, school has set up a paired reading system. The Reading Recovery teacher and a teaching assistant used the "Paired Reading" Training to train Year 5 pupils as tutors for Year 2 pupils who have finished the Reading Recovery programme. The paired reading has continued this year and been extended to include other children. The Teaching Assistant managing this commented, *"Paired Reading has been a really important and useful tool for both Infants and Juniors. The children in Year 2 have improved their reading skills and built up a great relationship with the year 5 tutors....."*

The "Let's Learn" Reading Club also takes place during the school's Breakfast Club each morning. The Teaching Assistant running this says, *"The Reading Club is a relaxing setting in which children are free to select a book of their choice. The emphasis is on enjoying reading with an adult or a Year 6 Junior child. This has greatly improved children's confidence around reading. We have support from the local library who loan us different books on a regular basis."*

The school is part of the "Reading Champions" initiative and a group of Year 6 boys run a weekly lunchtime reading club for boys in Years 3 & 4, to promote boys' enjoyment of reading.

Conclusion

As a result of being involved in *Every Child a Reader*, the profile of reading throughout the school is high. Children have become leaders in reading through Paired Reading sessions. Teachers and teaching assistants have developed their knowledge and skills in teaching reading. The Head teacher meets regularly with the Reading Recovery teacher and the literacy subject leaders and fully supports all aspects of the programme and related work in school. Children receiving Reading Recovery take a great pride in taking their latest reading book to read to the Head teacher and this greatly develops their confidence and self-esteem in relation to reading. She is very appreciative of the high level of support given by parents and carers to the children following Reading Recovery at Heald Place Primary and has received excellent written feedback from some.

The Reading Recovery teachers have gained from the EcaR programme in terms of their professional development and report that *"It has been a privilege to work as part of the programme as the school community has been so supportive and enthusiastic about EcaR."*