

Lister Drive Infant School The Rippling Effects of Reading Recovery in a Key Stage 1 School

Lister Infant School is situated in the Tuebrook area of Liverpool. The area represents mixed socio economic backgrounds. Some pupils come from relatively prosperous households, yet many live in social deprivation. The number on roll is 232. The table below outlines some characteristics of the school population.

	PERCENTAGE OF PUPILS
Pupils eligible for free school meals	24.1%
Pupils with SEN provision	15.9%
Pupils with EAL	1.2%

Recent achievement in the school exceeds national and local standards as shown in the table below

LEVEL 2 +	SCHOOL	LOCAL	NATIONAL
READING	96.1%	81.9%	84%
WRITING	90.2%	77.6%	80%
MATHEMATICS	96.1%	89.8%	90%

The school has received many kite marks, these include: The Basic Skills Quality Mark, Dyslexia Friendly Award (stage 2), Healthy Schools Award, Investors in People Inclusion Award and the Active Sports Mark. The school already had some very successful interventions in place, for example, The Talking Partners and Talking Maths programmes and Early Literacy Support. The school has always placed high emphasis on the teaching of phonics and was delighted to become involved in the CLLD programme when it was first introduced. The Foundation Stage is led by Kirsty Hamilton, the Foundation Stage Manager. Results after the first year of participation are shown in the table below.

COMMUNICATION LANGUAGE & LITERACY	July 2006	JULY 2007
AVERAGE POINT SCORES	19.3	25.3

All teachers teach CLLD on a daily basis and continue to be supported by Kirsty and the local authority.

In 2005, the Head Teacher, Jean McEwan, received information about a Reading Recovery course that was to take place in Liverpool local authority. Immediately, the Head Teacher spoke to Deputy Head teacher, Jan Davies, about the prospect of training a teacher and running the programme in the school. Both teachers knew that, although the school achieved good results, there remained a small core of children who were still leaving the Infant school with poor literacy skills. Jean and Jan were committed to ensuring that every child left Lister Infant School able to read. Soon after this, Jean was successful in convincing her Governors of the need to implement the programme and secured funding to allow Jan to train during 2005/2006. The Reading Recovery tutor came in to give staff an overview of Reading Recovery. Following this meeting Jan recalls how a member of staff announced, *'well I'll take my hat off to anyone who can teach X to read'*. This teacher was referring to a child in Y2, who was proving very difficult to move on in any area of the curriculum. This child went on to access the Reading Recovery Programme and was discontinued on Level 14. At the end of KS1, this child went on to achieve Level 2b in reading (as did the other 2 children who had received Reading Recovery that year). His mum was delighted when, for his birthday last year, he asked for a set of 'Horrid Henry' books and he is now on track to achieve level 4 in KS2. Jan now continues to work as Reading Recovery teacher on a part time basis and also takes a withdrawal group for both literacy and maths in the mornings.

Successful Reading Partnership

Following on from the success of Reading Recovery the school decided to train Teaching Assistant, Ann Hind, to deliver the 'Successful Reading Partnership' (SRP). Ann was timetabled to teach the SRP to 4 children in Year 2 as well as delivering two other interventions in which she was already involved (Talking Partners and Talking Maths). In its first year the SRP had a huge impact on the children taking part. Through the programme Ann helped children who were previously identified as on track to achieve level 2c at the end of Key Stage 1 go on to achieve level 2a. Ann says of her work as a SRP, *'I have thoroughly enjoyed working as a SRP. The programme provides children with strategies they can use to become independent, confident readers'*.

The Ripple is Felt in another School

It was when Jan carried out the 6 month follow up assessment with her first 3 Reading Recovery children, who had since moved on to the separate Junior School, that Jan realised that, although these children had made great progress on the programme there was a need to put in place an intervention in the Junior School. Jan realised that these children still needed further support but at a less intensive level. Jan therefore approached the Junior

School's Senior Management Team (SMT), explained the situation and volunteered to train a junior school teaching assistant to teach the SRP. Unfortunately the Junior SMT could not at this stage see the potential value in this and said that their teaching assistants were already too busy to have time to do the SRP.

Determined not to give up, Jan asked if they would be willing to run the programme if she found some willing parent volunteers and trained them. This was agreed. Jan identified four parent volunteers who, once trained, went on to deliver the SRP in the Junior School. Children on the SRP were assessed as having moved on by an average of 4 book levels during the 10 week programme. Jan was delighted, as not only did the programme bring success for the children but also for one of the reading partners, who after qualifying as a teaching assistant had been unable to find employment. When she was invited to attend for an interview at another Liverpool school, Jan was more than happy to write a reference for her. The partner was successful in her application and Jan was thrilled to hear that it was probably down to her skills as a SRP that she got the job.

The following year Jan repeated the training with another set of four parents who once again delivered SRP to two groups of children in the Junior school. During the summer term of 2008, Jan was pleased to be approached by a member of the Junior School's SMT who asked her to train all Key Stage 2 teaching assistants to be SRPs and also to train one of the Year 3 teachers. Of course, Jan was delighted to do this and the school has now timetabled one of their teaching assistants to deliver SRP in year 3! As for the parents who trained – one of them still delivers SRP in the Junior school whilst the other 3 now provide the programme to four children in Y2.

Parents are Affected by the Ripple

On a personal level, two of these parents have enjoyed the work they have done through the SRP so much that both have been motivated to go back to college, one on a teaching assistant course and the other to qualify as a teacher! Michelle Duthie, SRP and parent of Sam and Lauren, says, *'as a SRP I love seeing the change, quite rapidly, in the child's reading ability. It can also have an effect on the reading partner too. I, for instance, have now realised how much education has always interested me and, after 7 years at home with my children I have now enrolled on a TA course which I am thoroughly enjoying'*.

Rippling Into the Foundation Stage

As already mentioned the school already had the intervention programme, Early Literacy Support (ELS), running in Year 1 and now with Reading Recovery and SRP also established in Year 1 and 2, it seemed that it was the Foundation Stage that needed to implement an intervention that could help those children who were at risk of slipping behind. Through the Reading Recovery Teacher Leader, the school found out about 'Read Write AtoZ'. The school purchased the resources and Jan carried out training with the Foundation stage teachers

and teaching assistants. Last year 12 children accessed 'ReadWrite AtoZ Phonics' and 12 children accessed 'ReadWrite Ato Z Reading'. Foundation stage teachers were thrilled with the results and are just about to start a course again. Through Reading Recovery the school also found out about another literacy programme aimed at children in Foundation Stage 1. 'Firm Foundations' involves the use of early literacy packs for parents to use at home with their children to develop early literacy skills and also to involve parents in their child's learning from a young age. Parents are invited into the nursery on a rota basis every Friday morning. During this time parents are encouraged to play with their children for a half hour period and then choose the activity pack that they will take home for that week. The school has received excellent feedback from parents and their involvement, (including dads), has been superb. Natalie Reaney, FS1 teacher says 'this is a very popular programme, feedback is very positive and the children are very keen to explain what they have been doing with their packs. We feel that the extra interaction that this promotes between children and adults is having a positive effect on children's confidence and language skills.'

The Tidal Wave

Following the completion of her Reading Recovery training, Jan went on to complete the RRiPLL course. This course involved looking in depth at all aspects of literacy subject management. A great part of the course involved carrying out Action Research in the school and finding an area which could be improved. At Lister Infant School, staff decided that the school should move from using one well known reading scheme to teach reading through using a 'Book Band' system. As always, the Head teacher, Jean, was extremely supportive of this and allocated a generous budget to invest in a wider range of reading material. Gina, the literacy coordinator and Jan worked together on this, meeting with many publishers and finally deciding on a range of books to start the system.

The reading scheme the school had used previously was incorporated into the Book Bands. Gina and Jan devised new reading records for each child, in line with the Book Bands. Part of the new system involved teachers using running records to support their judgements as they moved children through the Book Bands, ensuring that each child would be reading a book at the correct level of accuracy. Kirsty, the Foundation Stage Manager, says of the Book Band system, *'I was excited when introducing the Book Band system to my class. When presented with the box the children enjoy looking through the books. When browsing they often initiate conversations about the books and love trying to work out the titles of the books...the progress the children are making is exciting and I already have some children on red band.'*

During 2008, Jan was again approached by the separate Junior School. This time the school were looking for support as they, too, had decided to change over to use a Book Band system. Since then the school has been approached for support with implementing this in another Liverpool school, something the school welcomes.

In 2007/2008 the school was given the opportunity to train a second Reading Recovery teacher. Anna Stokes now teaches Reading Recovery to 4 children and supports Jan in the monitoring of all literacy interventions. Together, they have benchmarked all children in year 1 and 2 and are happy to advise colleagues as they become familiar with the Book Band System. The rippling effects of Reading Recovery has been felt by all teachers and teaching assistants in the school. Everyone has become so much more skilled in their teaching of reading and noticed also how success in reading has led to higher esteem, enjoyment, involvement and behaviour in school. Head teacher Jean McEwan says, *'Last year the school achieved the highest results ever and I believe this can be credited to the journey the children and staff have been on since the school became involved in Reading Recovery and the ECaR programme. It is with confidence that I can say that this school meets the needs of every child and enables them to achieve their full potential through the many levels of intervention we now have in place taught, supported and monitored by highly skilled staff.'*

At the end of KS1 last year 56.9% of children achieved level 3 in reading with only 1 child achieving level 1. This child had accessed Reading Recovery and, following an assessment by an Educational Psychologist, was diagnosed as having specific learning difficulties in literacy. With the help of Reading Recovery, this child left the school on Reading Recovery level 9 and we know that, with the support now in place in the Junior School, she will continue to make progress in reading. With this in mind Jan and Jean feel strongly that through Reading Recovery they are achieving their goal and at Lister Infant School **'Every Child is a Reader'**.