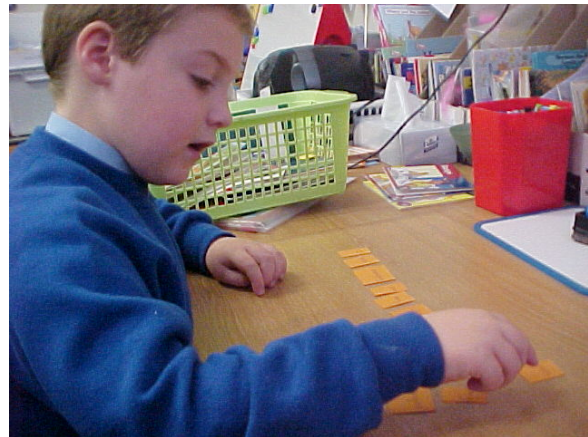


***Every Child a Reader* brings success for Andrew**

Andrew (not his real name) is a little boy who has experienced a great deal of turbulence in his life so far. He is very likeable and friendly but he is confused and often unhappy and sometimes unable to control his emotions.



Andrew was put into voluntary care when he was 22 months old. He was placed with a foster family until he was three, when he returned to the care of his father, but this lasted for less than six months. Andrew then began the first of three long-term foster placements. During each placement his behaviour became too difficult for the carers to manage, necessitating a change of provision. At the same time he was also behaving in extremely challenging ways in school. This very difficult behaviour – tantrums, violent outbursts alternating with extreme quietness, lack of boundaries and refusal to co-operate – became a major barrier to his learning.

In his Reception year, when he was five, Andrew was extremely demanding and reluctant to try anything without adult support. He enjoyed talking and loved being listened to, especially by adults, but would not do what he was asked. He would hide under tables and refuse to come out. He would also act aggressively towards adults and other children. He was highly unpredictable.

This challenging behaviour continued throughout his Reception year and into Year One where, after one particularly violent outburst in which he tried to trash the headteacher's office he was briefly excluded from school for the safety of the other pupils. At this point, near the end of Year One, a full time, designated Learning Support Assistant was provided for him through funding from the local authority's service for looked after children.

Whilst Andrew was in Reception and Year One he had struggled with the curriculum and made very little progress.

At the start of Year 2, when aged 6y 2m, Andrew was assessed for the Reading Recovery programme using the Reading Recovery Observation Survey. He achieved low scores in the Survey and was only able to read the simplest of books (Level 1 in the Reading Recovery book levels), with support.

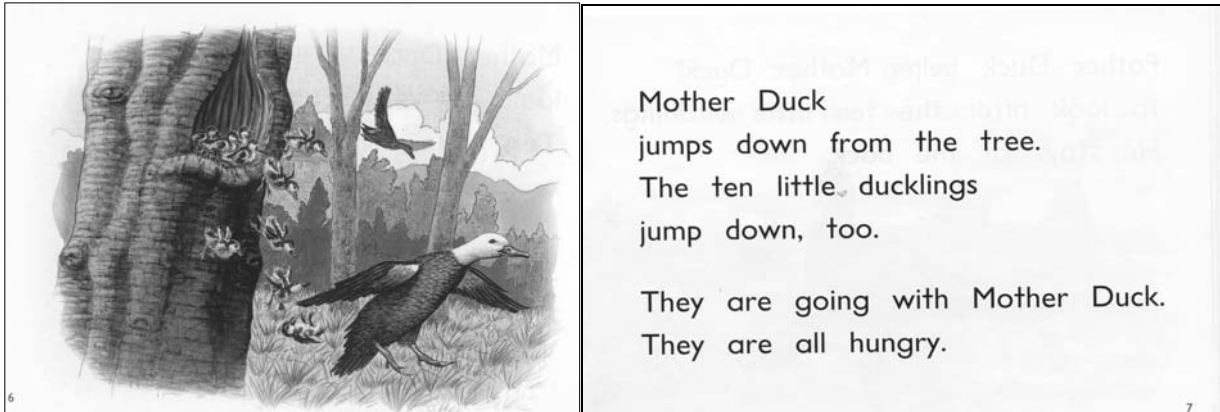
He avoided print, did not use pictures to access meaning and was not matching his finger to words. He could write only four words. At the start of the programme he expected the reading



Example of a Reading Recovery Level 1 book ('Mum', PM Readers, Nelson Prince Milburn)

work to be done for him and he feigned tiredness, acted dramatically, used silly voices and lacked the ability to engage and think for himself. He soon began to enjoy the routine of the sessions and quickly realised that he could solve his own reading problems. Thereafter he became focused and engaged.

After two weeks of consolidating existing knowledge and five weeks of teaching Andrew is reading Level 9 books with interest and enjoyment.



Example of a Reading Recovery Level 9 book ('The duck with a broken wing' PM Library, Nelson Price Milburn)

Andrew's class teacher reports that he has become more engaged and his behaviour is much better. He is happy, looks like he is enjoying himself, and is accessing the rest of the curriculum. He glows with pride at his success. It should be possible for him to complete the Reading Recovery programme in less than 20 weeks. Andrew is now predicted to be working soon within the average band of his class, and to achieve a Level 2 in national reading tests (the expected level for his age) at the end of the year. This would never have been possible without Reading Recovery, and *Every Child A Reader*.