



Daniel succeeds with *Every Child A Reader*

In his second year in school, Daniel was struggling with reading and writing. He was amongst the lowest attaining children in his class. He read slowly and painfully, sometimes getting simple words like 'on', or 'a' wrong. He could write a number of two and three-letter words, but had to work them out each time, making writing slow and laborious. He confused sounds such as 'n' and 'm'. He wasn't sure of the difference between a word and a letter, and did not understand words like 'first' and 'last' in the context of print.



Luckily for Daniel, his school was able to receive support from *Every Child A Reader* to employ a skilled Reading Recovery teacher. Daniel received daily one-to-one lessons for a period of 13 weeks. Here's what Daniel's mother said after his time in Reading Recovery:

At first I thought, 'I am to blame by not spending enough time with Daniel after working a full-time job.' I felt guilty. But after talking to the teacher about it we went ahead with the extra lessons. It was the best decision I made. Daniel was able to have one-to-one. He loved the reading sessions and the extra attention he got on his own. Daniel's reading skills got so much better and it also improved his confidence. Now he's finished Reading Recovery he looks forward to taking home a book every day. He even takes pleasure in reading some 'hard ones' (that's Daniel's words). I just want to say, 'Thanks' to the school and to the teacher for giving my son this extra support.

Daniel's mother also mentioned that, when Reading Recovery was suggested for Daniel, he didn't hear very well. During his first year in school his hearing was poor and he was still waiting for an operation on his ears in Year 1. The one-to-one lessons in a quiet environment enabled Daniel to hear more clearly, to learn letter sounds and sort out some confusions he had, as well as learning to listen to himself read and sort things out for himself when he made mistakes. It was easier for him to concentrate and to slow down enough to work on the 'hard bits' - he tended to rush through things in class.

After just forty-three Reading Recovery lessons, Daniel is now able to read as well as the other children in his class. He reads fluently and with expression. He can write a good variety of words and work out how to spell words he does not know by thinking about how similar-sounding words are spelled.

Reading Recovery changes futures. Daniel's story, though remarkable, is not unique. After an average of 37 hours of one-to-one teaching, more than eighty four per cent of children who received the programme attain the literacy levels expected for their age. They don't have to struggle and fall further and further behind, with the prospect of needing constant and continued additional support as the gap in achievement between them and their peers widens year-by-year. Instead, their futures look good, working alongside their peers.

One last word from Daniel's mum:

He likes to read his book out loud to everyone on the bus!

