



Newsletter 1

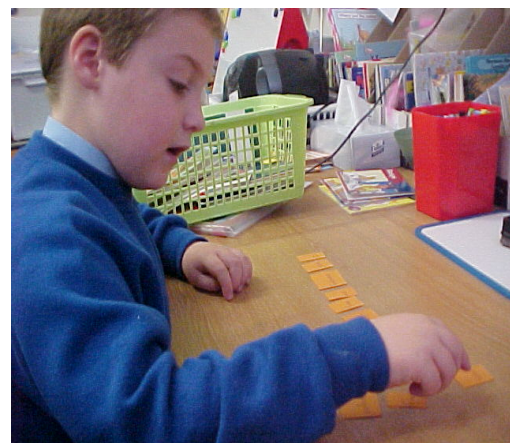
December 2005

Welcome to the first of termly newsletters for all those involved in *Every Child A Reader* - schools, local authorities, funding partners and advisers.

Every Child A Reader is a unique collaboration between charities, the business sector and government. The scheme is funding highly-skilled Reading Recovery teachers in inner-city schools, to provide intensive help to children most in need. The aims are to:

- ✚ demonstrate the effectiveness of Reading Recovery as an intervention for children who would otherwise not learn to read;
- ✚ secure sustainable and long term investment in Reading Recovery from national and local government, as well as individual schools;
- ✚ explore the potential for Reading Recovery teachers to support tailored literacy teaching more broadly within a school, with an impact beyond only those receiving intensive one-to-one support.

Andrew's story



Andrew is six and has his Reading Recovery programme funded by *Every Child A Reader*. In September he could read only picture books with captions. Now he can read simple stories and is predicted to achieve nationally expected levels in reading in his end of key stage assessment. Read more about Andrew's story at www.everychildareader.org.

Funding

The total costs of the three-year *Every Child A Reader* project are £10 million. Funding is being provided by the DfES, the Esmee Fairbairn Foundation, the Indigo Trust and JJ Charitable Trust, the Shine Trust and the KPMG Foundation. We have secured £7.9 million of the funding needed and are looking to business partners for the remaining £2.1 million.

Progress so far

We are on track to reach our aim of providing Reading Recovery teaching to 5,000 children over the three years of the project. Work has begun this year in schools in Southwark, Hackney, Brent, Hammersmith and Fulham, Greenwich, Birmingham, Bristol, Sheffield, Middlesbrough and Liverpool, where trained but inactive Reading Recovery teachers have been funded to resume their work with

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children. 27 re-activated RR teachers are in post in London, and 33 in the regions. Concurrently, Reading Recovery 'Teacher Leaders' are being trained for local authorities new to the programme: Islington, Haringey, Barking and Dagenham, Tower Hamlets, Leicester and Kent.

There will be a full evaluation of the impact of Reading Recovery on the London schools involved this year, comparing outcomes with those in similar schools who do not have a Reading Recovery teacher. Evidence from the evaluation will be used to build the case for additional school, government and business investment in early literacy intervention.

The literacy leadership course

Teachers from the London schools involved in ECaR have been taking part in a new course at the Institute of Education. The course aims to build on the skills of Reading Recovery teachers so that they can take a wider role in developing literacy in their school. They are undertaking projects tailored to their schools' needs - identifying children with phonological difficulties in YR and implementing intervention for them, training teaching assistants, implementing work on oral language skills, co-ordinating daily supported reading across a year group, and assessing children so as to improve the mapping of groups who require specific 'layered' interventions. Next year, the London course will be rolled out to teachers outside London too.

Getting the best from ECaR

Making the case for sustained investment in Reading Recovery means making sure that ECaR works. Schools can make sure that the investment is not wasted by:

- ✚ making sure that children on the programme are taught daily, with no interruptions;
- ✚ ensuring liaison between the Reading Recovery teacher, the class teacher and teaching assistants;

- ✚ making sure the Reading Recovery teacher can take part in the professional development on offer;
- ✚ monitoring children before and after the programme, and providing timely information on children's progress;
- ✚ using the Reading Recovery teacher's skills as an early literacy consultant - creating opportunities for other staff to observe RR lessons, using the RR teacher to provide training and support for other literacy interventions in use in the school, monitor their quality, and mentor TAs, using the RR assessment tools to profile the needs of year groups.

What the Press have said

'Life-changing method to be used with less able children in urban areas' Times Educational Supplement, July 29th

'It's so obvious that if every child can read, then we will have less youth crime, less policing costs, less money spent on health care a couple of decades down the line', The Independent, 10th November.

Read more from the Press at www.everychildareader.org

Read more about Reading Recovery at www.readingrecovery.org.uk or contact readrec@ioe.ac.uk

In the next newsletter: Getting every Y2 child to Level 2B+ - one school's story, plus managing layered literacy intervention in your school.

If you have a story to tell about Every Child a Reader in your school, let us know - email jean.gross@kpmg.co.uk

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