



Newsletter 2

March 2006

Welcome to the second 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. The teachers provide intensive support to children most in need and help their schools implement other less intensive interventions for children whose difficulties are not so severe.

The children's progress

Schools involved in *Every Child A Reader* send in reports on the children's progress each term. By the end of the first term 11,617 Reading Recovery lessons had been taught and children had on average made gains of about 8 Reading Recovery 'Book Levels'. This means that the children had moved in approximately 10 weeks from barely being able to read the simplest of picture books with captions to reading simple stories. They are as a group on track to achieve this term the reading levels that will enable them to be successfully discharged from the programme, having caught up with their peers (typically around Book Level 16).

Molly's story

Molly is six. After one full year in school, she was struggling. She was amongst the lowest attaining children in Year 1.



After just 23 teaching hours, she is now amongst the most capable readers and writers in her class. Far from thinking she can't do it, she complains if she doesn't get the chance to read aloud to the end of her story in her reading book or finish the story she is writing. Molly is now a reader and a writer and, most importantly of all, she knows it. Read more about her at www.everychildareader.org.

Ruth Kelly lends her support

Ruth Kelly spoke at a recent House of Lords reception, hosted by Baroness Helena Kennedy in aid of *Every Child A Reader*. She stressed the importance of providing one-to-one tuition for children falling behind in reading, and of the *Every Child A Reader* initiative: "I can't think of a more symbolic programme which allows individuals to make a success of themselves. Every day I see how education can transform lives – as long as individuals have the basic literacy and numeracy skills." The

Patrons of *Every Child A Reader*:

Professor Tim Brighouse Sir John Cassels Shirley Cramer Baroness Helena Kennedy QC Professor Rod Morgan Nick Pearce
Mike Rake Sir Steve Robson Professor Susan Tresman Stephen Twigg Julia Goldworthy MP Jeremy Hunt MP
Meg Hillier MP Sir Digby Jones

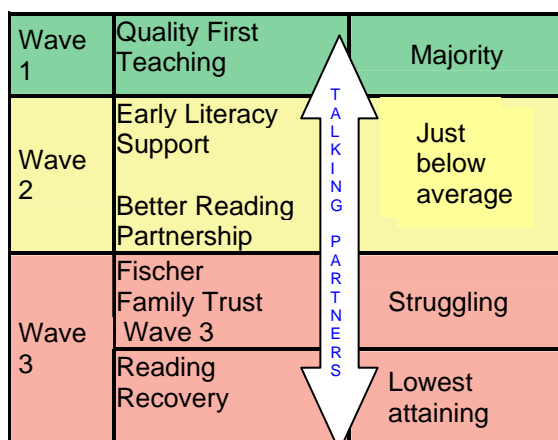
reception was attended by representatives from schools, business and charitable organisations. Amongst those there were former Schools' Minister Stephen Twigg, Barry Sheerman MP (Chair of the all-party Education Select Committee), Jim Rose, Professor Rod Morgan (Chair of the Youth Justice Board), Jim O'Neill of Goldman Sachs and SHINE, Neil McClelland OBE (Director of the National Literacy Trust) and Paul Wagstaff (Director of the Primary National Strategy).

The programme expands

13 Local Authorities are currently involved in *Every Child A Reader*, growing to 27 in 2007-8. This term the authorities who will be introducing the initiative in September have been making plans and consulting schools. Briefing meetings for headteachers have been held in Islington, Haringey, Barking and Dagenham, Leicester, Bradford and Bristol. Another five new local authorities will train a Reading Recovery 'Teacher Leader' in 2006-7.

Layered interventions

One of the aims of *Every Child A Reader* is for Reading Recovery teachers to support tailored literacy teaching more broadly within a school. To achieve this the teachers are providing training, support and monitoring for teaching assistants using a range of other literacy intervention programmes. One model of layered interventions looks like this:



In Sheffield, the schools funded by *Every Child A Reader* implement this

type of model. In Hackney, the Reading Recovery teachers have implemented a programme of daily supported reading for all children entering Year 1 who are struggling to make a start with literacy.

At Wheatlands Primary School in Redcar and Cleveland, the Reading Recovery teacher says 'Supporting other 'layered' interventions gave me the opportunity to develop my own professionalism through the mentoring role. It enabled me to share knowledge and experience that helped both children and staff.'

Getting every child to Level 2B+

Barton Hill is an inner city primary in Bristol, serving an area of high social deprivation. In 2005 every Year 2 child except one (very recently arrived and speaking no English) achieved a Level 2B+ in reading. The school used its Reading Recovery teachers to provide one-to-one intensive teaching for the lowest attaining children, and short 'booster' sessions for the other children. The key to success was a detailed assessment for every child. The booster teaching was tailored to the results of the assessment. The highest attaining children might, for example, read one-to-one with the teacher for five minutes three times a week, with a focus on comprehension, punctuation and phrasing. Other children might read with the teacher more often or for longer, with a focus on developing phonic skills.

Read more about layered interventions at Wheatlands and Barton Hill Primary at www.everychildareader.org

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

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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