



Newsletter 3

July 2006

Welcome to the third 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.

Every Child A Reader is growing

From September, our ten new 'Teacher Leaders' will be training Reading Recovery teachers in their authorities – Barking and Dagenham, Hackney, Haringey, Islington, Tower Hamlets, Bristol, Devon, Kent and Leicester. Established Teacher Leaders will be expanding or introducing Reading Recovery in Southwark, Lambeth, Birmingham, Bradford, Leeds, Manchester and Sheffield.

Islington and Devon have had a very strong response from headteachers and are planning to establish Reading Recovery teachers in 18-20 schools. Kent is also planning to top up ECaR funding so as to train a teacher in each of its 23 clusters of schools. Many areas are linking ECaR to 'Every Child Matters'. Sheffield, for example, plan to embed Reading Recovery and training on the management of intervention in all the primary schools in one of their new multi-agency Service Districts.

Layered interventions

All the local authorities involved have been asked to implement a model of

layered literacy interventions, supported and monitored by the Reading Recovery teacher, with Reading Recovery for the children with the greatest needs but lighter-touch interventions in place for children whose needs are not so severe. Models vary from area to area. In Hackney, for example, the Reading Recovery teachers manage other adults to deliver daily supported individual reading for all Year 1 children. In Bradford, they will support and quality-assure Better Reading Partnership, Talking Partners and the Fischer Family Trust Wave 3 literacy intervention, delivered by trained teaching assistants. In Bristol, they may work directly themselves with Year 2 children needing a boost to their literacy learning.

The children



Alwin arrived in his nursery class in November 2003 from India. He had no English and was very shy and quiet. Despite all the work to develop his confidence and spoken English, by Year

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1 he had not made a start with reading and writing. After about twelve weeks of Reading Recovery teaching he started to make rapid progress. He began wanting to read his new book as soon as he saw it, and would say, "I can read that!" He also began relating his own life experiences to the stories that he was enjoying. He could tell his teacher about the forest and wild animals in India whilst reading about Baby Bear who got lost in a forest.

Everyone in school has noticed the change in Alwin. He is now confident, outgoing and able to read quite difficult books with good understanding.

As all those involved in ECaR know, Alwin's story, though remarkable, is not unique. Our spring term data showed high numbers of children whose Reading Recovery programmes had been discontinued because they had caught up with their peers - or in many cases were ahead of them.

Read more about Alwin at www.everychildareader.org

Success at Victoria Park Infant school

Victoria Park Infant school is an inner city primary in Bristol. Its success with Reading Recovery recently featured in the Times Educational Supplement (TES Teacher, 16th June).

Seven years ago in 1998, the school's Ofsted PANDA rated attainment at E or E*. 50% of the children left the school unable to read. The school put in place effective synthetic phonics programme for all children, Reading Recovery for the lowest attainers and light-touch 'Booster' programmes delivered by the Reading Recovery teacher for all those not on track to reach nationally expected levels. Results changed dramatically. The school was soon graded B in comparison with schools nationally and A in comparison with similar schools. Children have retained the gains they made in the infant school. Out of the

total of 29 under-achieving children in one cohort who received Reading Recovery or Booster in Year 2, 28 could be tracked to Year 6. 25(89%) achieved Level 4+ and 5 achieved Level 5+.

After a period of reduction in its Reading Recovery provision, ECaR funding has now enabled the school to get back to strength. Jenny Holt, the headteacher, is confident that the school will now continue to achieve outstanding results. More important is the difference this makes to individual children. As one child recently told Jenny when describing his extra reading lessons, 'It's changed my bloomin' life.'

Read more about Victoria Park Infant School at www.everychildareader.org

Every Child A Reader and the Rose Review

The government's independent review of early literacy teaching, published in March, highlights the importance of high quality training and provides welcome support for Reading Recovery's training model.

"Some programmes... provide intensive training not only for the adults who work with the children but also for those who train them. The well known Reading Recovery early intervention programme is one of these. Teacher leaders undergo intensive training in order to train Reading Recovery teachers for what is essentially daily, one-to-one work for children with the greatest difficulties.... A strength of these specially designed programmes is the provision of a teacher who is well trained to deal with intervention work and provide advice and support to other adults in their school with a responsibility for the teaching of reading."

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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