



Newsletter 4

January 2007

Welcome to the fourth 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.

Last term we welcomed 200 new schools and five new local authorities to the initiative. This will be their first newsletter – back issues are available at www.everychildareader.org

Exciting news for *Every Child A Reader*

In December we had exciting news when the Chancellor announced that *Every Child A Reader* will be rolled out nationally.

This is what his pre-budget report said: 'Available evidence suggests that attainment gaps emerge from an early age and that differences in literacy – as key to accessing the rest of the curriculum – are an important factor. The Literacy Strategy, and now the Primary National Strategy, have supported major gains in the number of children achieving expected levels at Key Stages 1 and 2. Proposals set out in the Rose Review on the use of synthetic phonics will further raise standards. The evidence also suggests that some children, particularly those that have fallen behind at an early stage, need extra support and can benefit significantly from intensive tuition. A recent study shows that six

year old children taking part in the *Every Child A Reader* scheme, in which focused support is given to those significantly behind expected reading levels, make progress in reading at well over four times the normal rate and can be brought up to nationally expected levels. Insights from the Rose Review will help improve this approach still further and consideration will be given to the scope for greater cost effectiveness. This Pre-Budget Report announces that the *Every Child a Reader* scheme will be rolled out nationally over the Comprehensive Spending Review 07 period, benefiting over 30,000 children a year by 2010-11.'

Work is now underway to map delivery models for the future.

The children



James is a quiet, hard-working little boy who always does his best. He was born with a cleft lip that was corrected when he was a baby, but he is still receiving speech therapy and finds it difficult to

Patrons of *Every Child A Reader*:

Professor Tim Brighouse Sir John Cassels Shirley Cramer Helen Edwards Julia Goldsworthy MP Meg Hillier MP
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make some sounds as well as having immature language. His older sister has been diagnosed as dyslexic and has struggled all the way through primary school, making minimal progress. James showed all the signs of going the same way – until he began his Reading Recovery lessons. He is now reading simple stories and writing all the time. His use of language has risen from the bottom 3% to average levels. James is a much more talkative and confident little boy, bouncing into his lesson each day already knowing what he wants to write about.

It may well be that James is dyslexic like his sister but we don't think it's going to stop him learning to read and write, thanks to *Every Child A Reader* and Reading Recovery.

Layered interventions

All the local authorities involved in ECaR have been asked to implement a model of layered literacy interventions, with Reading Recovery for the children with the greatest needs but lighter-touch interventions in place for children whose needs are not so severe. The Primary National Strategy has recently published a leaflet called *Learning from Every Child A Reader*, which describes the research behind the layered approach, and has case studies of practice in three schools. You can order the leaflet from DfES publications on 0845 60 222 60, quoting the reference 03918 – 2006FLY-EN, or download a copy from http://www.standards.dfes.gov.uk/primary/publications/literacy/learning_from_everychild/

Every Child A Reader in the media

Our first year report on our results and a subsequent KPMG Foundation publication *The long term costs of literacy difficulties* attracted extensive press coverage, with a BBC news piece and features in the Daily Mail, the Guardian, the TES, the Economist and other national and regional papers. The KPMG report showed that every pound spent on *Every Child a Reader* saves at least £16 on special needs support, the

costs of truancy and exclusions, and costs associated with unemployment, crime and depression.

Read the full reports on our website at www.everychildareader.org

Every Child A Reader in Parliament

ECaR has also attracted interest in Parliament, with debates in the House of Commons and House of Lords. MPs whose constituency schools are taking part in the project were invited to an information session in November. Seven MPs attended the meeting, at which children, parents and teachers from a Hammersmith school spoke about their experiences. Many other MPs have written to us to express interest and support.

Every Child A Reader and national policy on the teaching of early reading

Some people ask us how *Every Child A Reader* fits with current national policy on the teaching of early reading – with synthetic phonics, for example. We see the programme as complementary to the effective teaching of synthetic phonics – providing a more personalised approach to phonics for those children who need it, whilst also helping them with other difficulties they may have – in language, understanding of how print works, speed of processing, constructing ideas for writing and so on. So it's not a case of 'either/or' – it's about how Reading Recovery teachers can work closely with class teachers and others to ensure that the process of letter learning is systematic, thorough and as fast as possible, whilst the whole range of barriers to the child's learning are simultaneously addressed.

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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