



**Newsletter 6**

**September 2007**

Welcome to the sixth 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 socially deprived areas.

### **Every Child a Reader is growing**

11 local authorities have been funded by government to train a new or additional Teacher Leader this year - Birmingham, Bradford, Brent, Hull, Leeds, Lewisham, Manchester, Newham, Nottingham City, Sheffield and Surrey. We also welcome to ECaR authorities funded for new training groups for the first time – Cambridgeshire, Derbyshire, Enfield, Peterborough, Reading, Tameside and Wirral. 33 training groups of Reading Recovery teachers are running this year – that's around 330 new teachers, bringing the numbers of children receiving Reading Recovery to well over 4,000, with many more benefiting from the 'layered interventions' that experienced Reading Recovery teachers support in their schools.

### **National roll-out**

The roll-out of Every Child a Reader remains a priority for government. In his first parliamentary appearance as Secretary of State for Education, Ed Balls said the government needed 'to make sure that we are careful about

the way in which we approach the issue of reading. The Rose review provides us with the opportunity to implement this programme, and so does the Every Child a Reader scheme. Every child learns in a different way. We need to give teachers the tools to do the job, but also to allow them to ensure that they teach each individual child.'

### **The children**

Waseem's story reminds us of the



impact the programme continues to have on individuals. At the start of Year 2, he lacked confidence, did not participate in class discussions and was unable to read. Reading Recovery got him back on track. In Year 3, he is a confident, fluent reader and acts as a 'Reading Buddy', reading at lunchtimes with older struggling readers. Read his story at [www.everychildareader.org](http://www.everychildareader.org).

Patrons of *Every Child A Reader*:

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

## Letters and sounds

Last term over 450 Reading Recovery teachers attended very successful conferences to update them on the renewed Primary Literacy Framework. At the conferences they were able to preview the new Primary National Strategy publication 'Letters and Sounds'. Following the conferences, and in response to demand, the teachers were sent their own copies of both publications. The website [www.standards.dcsf.gov.uk/phonics](http://www.standards.dcsf.gov.uk/phonics) will also be useful in working with colleagues in school to support the implementation of the renewed Framework from this September.

## Maintaining the gains

We know that around eight out of ten children who have Reading Recovery succeed in catching up completely with their peers after approximately 38 hours of 1-1 teaching. What can we do to make sure that they maintain their gains, right through their primary years? This is a question that many ECaR schools have been looking at this year, and these are some of the ideas they have come up with:

- ✚ Flagging children on the school's tracking system, so that class teachers are aware that these are children with significant barriers to their learning, even though they may now look like children who have never had a problem
- ✚ Tracking their progress termly on National Curriculum English sublevels
- ✚ Having the early literacy intervention team, intervention or inclusion manager maintain a termly overview of their progress
- ✚ Continuing to work with parents and carers on supporting the child's learning at home – engaging them in the school parental involvement initiatives, Family Learning courses, or just a coffee morning once a term when they can meet as a group
- ✚ Arranging for the child to continue to read regularly with a reading partner

such as an older child or a volunteer. Many ECaR schools are training older children and parents as Better Reading Partners, for example

- ✚ Providing further 'top-up' interventions if needed, such as Year 3 Literacy Support, Further Literacy Support in Year 5, or for children with dyslexic difficulties, multisensory spelling activities and help with organisational and memory skills
- ✚ Developing comprehension skills through Reciprocal Teaching – an offshoot of Reading Recovery that ECaR schools are using very successfully with groups of children in Year 2 and right through Key Stage 2
- ✚ Becoming a Reading Connects school [www.readingconnects.org.uk](http://www.readingconnects.org.uk) and sharing ideas on providing a rich literacy environment where everyone loves to read.

Gwynneth Gado, Reading Recovery teacher at Wheatlands Primary in Redcar and Cleveland, writes about what happened in her school:

'We were delighted that all eight children who had Reading Recovery when they were in Year 1 and Year 2 achieved Level 4+ in English in their 2007 SATs – five of them achieved Level 5 in Reading. Three of the eight had no further interventions in Key Stage 2. Others had Better Reading Partnership, Reciprocal Reading or multisensory spelling work. It's evident that children who have phonological difficulties linked to dyslexia may require some form of continued support but can be extremely successful if Reading Recovery is followed by the right top-up'

Do let us know what has worked in your school in keeping children on track for lifelong success, or if you have any other story to tell about ECaR in your school. Contact [jean.gross@kpmg.co.uk](mailto:jean.gross@kpmg.co.uk) or [readrec@ioe.ac.uk](mailto:readrec@ioe.ac.uk).

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