



Newsletter 7

February 2008

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

Every Child a Reader reaches 2000 children

Last term the 513 Reading Recovery teachers now funded through ECaR taught over 2000 children between them. Many more children were involved in layered interventions. This represents a significant foundation on which to build the national roll out to 30,000 children a year by 2010/11.

A key principle for the roll-out is that every child who needs help should ultimately receive it. This means that resources will not just be targeted at schools with the lowest results. Local authorities are asked to map the number of Year 1 children in need of support in every school, using local data. From this they will identify schools who might need two Reading Recovery teachers, schools that might need one, and schools that will be able to take part if they find ways to share a teacher.

Another key principle for the roll-out is fairness. Resources are not just going to those areas that already have Teacher Leaders, or to the largest authorities. To achieve this, local authorities have been grouped in consortia, with Teacher Leaders providing training and support beyond their own authority.

Involving parents and carers

Every Child a Reader often succeeds in involving parents who might otherwise not have felt able to support their children's learning.



This was the case at Barlow Hall Primary in Manchester, where Callum, one of four children whose older brothers and sisters also had literacy difficulties, took part in Reading Recovery. His mother came in to watch a lesson and Fiona, the Reading Recovery teacher, suggested she come in at any time for a chat and new ideas. Callum's mother took her at her word. 'Fiona, Fiona – how do you teach the word 'the'?' she asked. 'Fiona, Fiona, how do you teach the words you can't sound out?' She was very inventive, putting key words on balls, for example, so her children could play games with them at bathtime. Reading became a top activity at home; 'I went upstairs and they were **all** reading, with the telly off!' she reported. Fiona later asked her to

Patrons of *Every Child A Reader*:

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lead a coffee morning for other parents; she came in with comics, books, magnetic letters and lots of good advice. Now some of these parents too are helping in classrooms, as well as supporting reading at home.

Ideas from ECaR schools

At Valley Park Primary in Sheffield, teachers make links between children's Reading Recovery lessons and classwork by focusing the daily writing on the class topic. The child's sentences are mounted in sequence so that they end up with a sustained piece of writing for display in class.

At Park Lane Primary in Brent, the Reading Recovery teacher invited all Year 1 parents in to watch a RR lesson. She also trained 20 High School Mentors to read with children in Key Stage 2.

In Kent, one school has regular tea and toast sessions for parents of Reading Recovery 'graduates', to help maintain their involvement with the child's learning. In several schools, parents of graduates mentor parents of children new to RR.

News from local authorities

Kent have introduced the idea of a link governor for ECaR, with responsibility for keeping the governing body informed. To make sure children's gains are maintained, the authority suggests schools have a transition plan, with initial support in class from the RR teacher, next steps for learning identified for class teacher plus a handover to a named Teaching Assistant in class who has had Better Reading Partnership training.

Bristol's Teacher Leader has now trained 250 TAs and business volunteers as Better Reading Partners. The local media regularly feature the project and 40 BBC staff will soon be taking part.

Early Literacy Support Revised

ELS has been revised to take account of Rose Review recommendations. Get your copy now from the DCSF orderline, tel 0845 60 222 60, quoting ref. 00767-2007BKT-EN and 00767-2007FLR-EN.

Book Bands for Guided Reading

This updated edition evaluates over 3,500 texts suitable for Foundation Stage and Key Stage 1. Order from Hammicks Education Bookshop Tel: 020 7612 6050, E-mail: orders@hammicks.co.uk

The National Year of Reading

Every Child a Reader can play a key role in supporting themes of the NYR – reading for purpose and pleasure, and reaching harder-to-reach families. Contact your local authority NYR coordinator (details on www.yearofreading.org.uk) to find out what will be going on in your area and how you can join in. Here are a few suggestions from ECaR schools:

Work with your local library to have special introductory sessions for families of children involved in Reading Recovery or layered interventions, and make sure each child is given their own library card. Find out about the 2008 Summer Reading Challenge and join in.

Become a Reading Connects school. Visit www.readingconnects.org.uk and complete the short join form.

Sign up some of the many volunteers who will come forward as a result of NYR publicity.



Do let us know what your school is doing for the National Year of Reading, or if you have any other story to tell about ECaR in your school. Contact jean.gross@kpmg.co.uk or readrec@ioe.ac.uk.

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