



Newsletter 8

June 2008

Welcome to the eighth newsletter for all those involved in *Every Child a Reader* – schools, local authorities, funding partners and advisers.

Reading Recovery does not wash out

On May 5th a research report was published providing convincing evidence of the longer term impact of Reading Recovery. The two-year study looked at the reading and writing progress of the lowest achieving 500 children in 42 schools in ten inner London boroughs with high levels of social disadvantage. The eight poorest readers (then aged six) in each class were selected for the study. Eighty-seven of these children received Reading Recovery and their progress was compared to a group of children of similar ability and backgrounds, who did not receive Reading Recovery.

After one year children who had received Reading Recovery had reading ages that matched their chronological age, and were 14 months ahead of the children in the comparison group.

The researchers then looked at the progress of these children one year later, to investigate whether the effects of the one-to-one tuition might 'wash out'. This had not happened. At the end of Year 2 the 'Reading Recovery' children were doing as well as their chronological age band and were still at least one year ahead of the other comparison children. They had an average reading age of 7 years 9 months compared to 6 years 9 months in the comparison group.



86% of the Reading Recovery children went on to achieve National Curriculum level 2+ in reading at the end of KS1 in July 2007 – two percentage points ahead of the national average of 84%. 77% achieved 2B+ compared to the national average of 71%. 83% of them also achieved level 2+ in writing, compared to the national 80%.

In the Reading Recovery group, the differences in reading achievement between boys and girls were **not** significant. However, in the comparison group the boys were lagging four to five months behind the girls.

The study also followed up progress in classroom literacy generally at the schools surveyed. Children in sample classrooms with Reading Recovery available to the lowest group in Year 1 ended Year 2 with an average reading age three or more months above the children in the control group schools.

Read more at 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

Involving parents and carers: news from ECaR schools

During parents' consultation evening at **New Bewerley Community School** in Leeds, Tracey, the Reading Recovery teacher, made appointments with parents of children participating in Reading Recovery. Following these meetings, three parents came in to watch a lesson and others attended a workshop offered to all parents on how to support reading at home.

Tracey introduced ideas using magnetic letters and snap games with high frequency words. Some parents were keen to keep the group going and as a result the school is running parent reading workshops every Monday morning, when parents come in and make resources to use with their children at home. As part of these sessions, children come out of class to read with their parent. The children love this!

The interest in these workshops has been a big step forward in getting parents involved with reading. During one session, two of the parents talked about how they could not read themselves – a real measure of the trust that the school had built up with those participating. Despite (or maybe because of) their own difficulties they were motivated to help their children to learn to read.

At **St Teresa of Lisieux Primary** in Liverpool Andria, deputy head and Reading Recovery teacher, has put in place a 'layered' approach to meet the needs of every child. She has worked with class teachers, introduced Reciprocal Teaching in Year 2 to boost comprehension, and trained all the teaching assistants as Better Reading Partners. She has also worked hard to involve parents. Year 1 and 2 parents were invited in to learn about how the school taught literacy. Nearly all attended – in an area of very high social deprivation, where less than one in ten children on entry to school know even one nursery rhyme. The parents were offered BRP training and asked to support their own child plus one

other. There was an enthusiastic take-up. Parents are now 'ambitious for their children, and 'ambitious for themselves'. Of the group trained as Better Reading Partners two parents are now doing NVQs and two have found jobs as TAs.



The National Year of Reading and parental involvement

One of the supporting themes of the NYR is working with harder-to-reach families. Contact your local authority coordinator www.yearofreading.org.uk to find out what will be going on in your area and how you can join in.

ECaR rolls out nationally

From September, EcaR begins its national rollout, with the aim that every child who needs help should ultimately receive it. Over 80 local authorities will be taking part, the majority as part of a local consortium sharing the expertise of a Teacher Leader. This means that nearly 9,000 children will be working with over 1,300 RR teachers!

Meanwhile, 20 new Teacher Leaders will be beginning their training ready to support even more expansion in ECaR in 2009-10.

Future newsletters

In September there will be one final celebratory newsletter from us at the ECaR partnership. Future editions will come from the National Strategies. If you have a success story to share contact us at jean.gross@kpmg.co.uk or di@everychildachancetrust.org

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