

What is Every Child a Reader?

Every Child a Reader focuses on improving the literacy skills of the poorest performing six and seven year olds. It provides skilled, specialist one-to-one teaching for the lowest achieving children, who receive a daily individualised lesson from a specialist 'Reading Recovery' teacher for a period of up to 20 weeks. The Reading Recovery teacher also contributes to raising whole school standards by sharing with both teaching staff and teaching assistants their specialist expertise in literacy development, common barriers to literacy learning and effective pedagogy.



Every Child
a Chance
Trust

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Why we need Every Child a Reader

Persistent literacy difficulties are linked to costly provision for Special Educational Needs, truancy, exclusion from school, reduced employment opportunities, increased health risks, and a greatly increased risk of involvement in the criminal justice system. These increased risks operate over and above those associated with social disadvantage in general, and those associated with lack of qualifications.



Every Child a Reader Programme Reach 2009/10

Barking & Dagenham	Gateshead	Northamptonshire	Walsall
Barnet	Greenwich	Northumberland	Waltham Forest
Barnsley	Hackney	Nottingham	Wandsworth
Bath & North East Somerset	Halton	Nottinghamshire	Warrington
Bedfordshire	Hammersmith & Fulham	Oldham	Warwickshire
Bexley	Hampshire	Oxfordshire	West Berkshire
Birmingham	Haringey	Peterborough	West Sussex
Blackburn with Darwen	Harrow	Plymouth	Westminster
Blackpool	Hartlepool	Portsmouth	Wigan
Bolton	Havering	Reading	Wiltshire
Bracknell Forest	Herefordshire	Redbridge	Windsor & Maidenhead
Bradford	Hertfordshire	Redcar & Cleveland	Wirral
Brent	Hillingdon	Rotherham	Wokingham
Brighton & Hove	Hounslow	Salford	Wolverhampton
Bristol	Islington	Sandwell	
Bromley	Kent	Sefton	
Buckinghamshire	Kingston-upon-Hull	Sheffield	
Bury	Kirklees	Slough	
Calderdale	Knowsley	Solihull	
Cambridgeshire	Lambeth	South Gloucestershire	
Camden	Lancashire	South Tyneside	
Cheshire	Leeds	Southend	
Cheshire East	Leicester	Southwark	
Cheshire West & Chester	Leicestershire	St Helens	
Cornwall	Lewisham	Staffordshire	
Coventry	Liverpool	Stockport	
Darlington	Luton	Stockton-on-Tees	
Derby	Manchester	Stoke	
Derbyshire	Medway	Suffolk	
Devon	Merton	Sunderland	
Doncaster	Middlesbrough	Surrey	
Dorset	Milton Keynes	Swindon	
Dudley	Newcastle upon Tyne	Tameside	
Ealing	Newham	Thurrock	
East Riding of Yorkshire	Norfolk	Torbay	
East Sussex	North Lincolnshire	Tower Hamlets	
Enfield	North Somerset	Trafford	
Essex	North Tyneside	Wakefield	

Every Child a Reader Impact: Individual Children

'EcaR has had a greater impact on standards across the school than any other initiative'
Headteacher

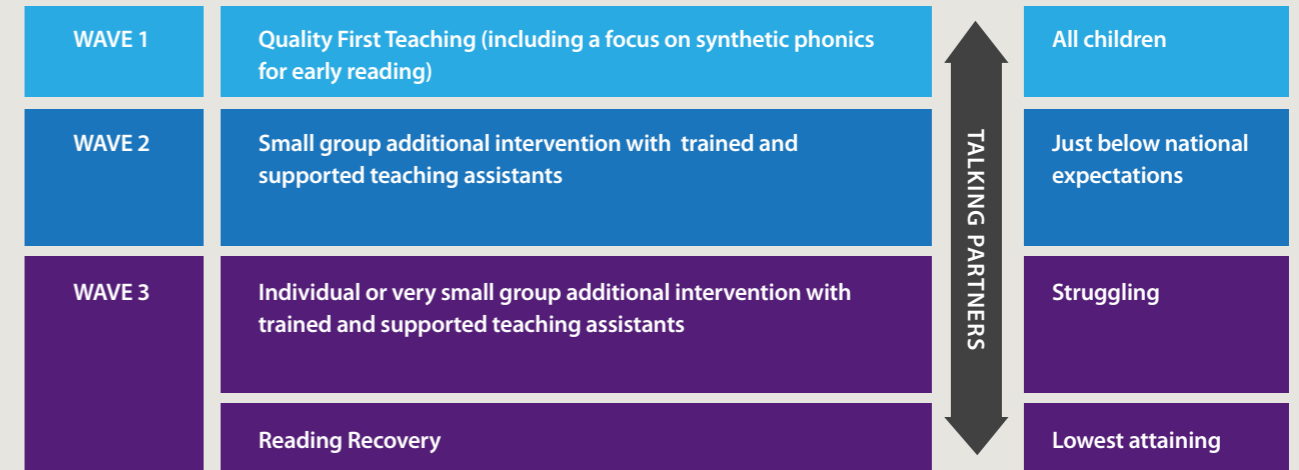


23,126 children taught within the Every Child a Reader programme, of whom 14,916 received intensive one-to-one help from a specialist teacher. Of those receiving intensive one-to-one teaching from a Reading Recovery teacher:

- **61%** were boys
- **51%** were identified as having Special Educational Needs
- **44%** were eligible for free school meals
- **25%** were learning English as an additional language
- **21 months** average gain in Reading Age after 40 hours of individual teaching
- **78%** of children returned to age-related expectations
- **Tests at three and six months after the programme ended showed children continuing to make gains**

'ECaR has had a significant impact on the children involved. They have made amazing progress with their reading. It has significantly increased their life options.' Teacher

Every Child a Reader Impact: Whole School



Every Child a Reader is a whole school improvement programme. At its core is the expertise of the specialist Reading Recovery teacher who not only provides individualised teaching to the lowest attaining 5% of children, but who can also help the school to improve overall standards in literacy.

Analysis of statistics for attainment in National Assessments of seven year olds show that schools participating in Every Child a Reader exceeded national trends, showing an overall improvement of 1% point on all measures for reading and writing at National Curriculum Levels 2 and 3, as compared to schools not involved in the programme, for which trends remained static at all but one of the levels analysed.

'Every Child a Reader is our most valuable intervention programme. We are convinced that every child deserves the opportunity it can offer.'
Headteacher



Case Study: Parkwood Primary School

Parkwood Primary School, Hackney serves an area of severe social deprivation, with over 50% of pupils entitled to free school meals. More than 70% of children are learning English as an additional language, with many at an early stage of language acquisition.

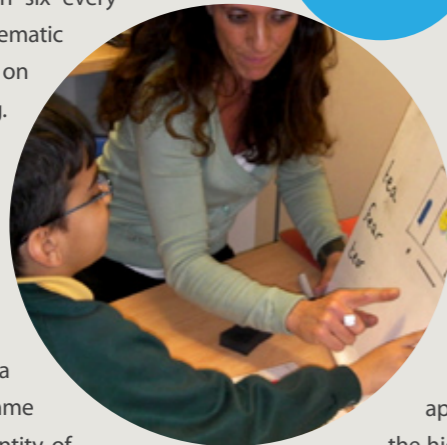
The school employs a full-time Reading Recovery (RR) teacher to manage a creative approach to layered literacy intervention, from Foundation Stage to Year 2. The school also provides support to targeted pupils in KS2. The school is committed to layered literacy provision for all children in KS1, with the targeted children working in groups of no more than six every day. The first core element is the systematic teaching of phonics, with a clear focus on application into reading and writing. The RR teacher works closely with the school's Lead Practitioner for phonics. The second core element is daily, group guided reading, during which the RR teacher works with the lowest group of children to enable effective early literacy learning. As a result, children enter the RR programme at higher levels. The quality and quantity of independent text reading is central, and children are moved through text levels according to their needs. The RR teacher works in partnership with classroom teachers to monitor and track the progress of individual children.

Staff training: This begins at the Summer School, which the RR teacher organises, for three mornings a week during the summer holidays. All the RR children attend, along with other

interested children. They are then able to sustain or build on their progress before they enter Year 2. Teaching Assistants participating are paid to attend and learn how to support children; their colleagues provide crèche facilities. This training continues across the year in school.

Parental Involvement: Parents are encouraged to support their children's learning from the start at Parkwood. Heavily subscribed courses are run for parents of children in Reception and Years 1 and 2. Each course runs for eight or nine weeks, is cross-curricular and uses the Primary Framework to support the shaping of appropriate home activities. All the parents of children involved in Reading Recovery have participated. For every child, a Family Literacy Plan is established, which parents use to support their children at home.

Impact: An Early Literacy Steering Group decides the teaching groups for each child, monitors pupil progress and reviews impact. As a result of this sustained and creative approach to personalised learning, Parkwood is the highest achieving school in Hackney, with over 90% of children achieving at or above age expectation at the end of KS1 (reading and writing) for the last three years. Nationally, the school is the second highest for Value Added improvement in the country. These results are testament to the sustained passion, commitment and energy of the Reading Recovery teacher, whose expertise receives the ongoing support of the Headteacher and school team, to ensure this wider impact.



What do people say about Every Child a Reader?

Parents: *'Reading Recovery completely changed my son's life. Before he went on the programme, he was very unsure of himself and was so shy he couldn't talk to adults. Now he is so confident and an excellent reader too.'*

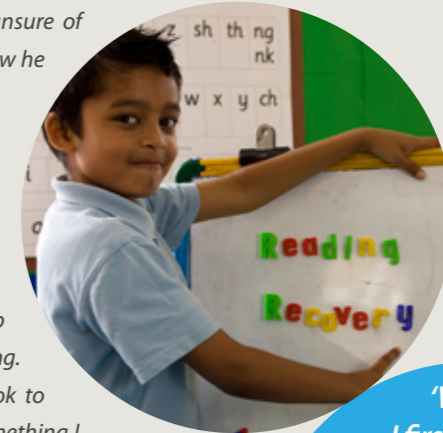
'I cannot believe the difference Reading Recovery has made to my child. Before the programme, Leah was insecure, lacked confidence and was afraid to try new or difficult things, but now she answers questions confidently in class, contributes to group work and has made amazing progress in her reading. Perhaps my proudest moment came when she took to the stage at school in front of a large audience –something I know she would never have done before.'

Pupil: *'Reading is good. I got better at sounds because I was sounding the letters out. Mrs Crew was helping me.'*

'It made me good at reading. It made me happy. Now I am in Year 2, I am reading about Little Mermaid and Alice in Wonderland. I read at home –sometimes chapter books.'

'Reading Recovery completely changed my son Usmaan's life. Before he went on the programme he was very unsure of himself and was so shy he couldn't talk to adults. Now he is so confident and an excellent reader too. Being part of the programme has also changed the way we interact with our children's education- it is the best thing that has happened to our family.' Parent

'When I first used to read I didn't know the words. Now I sound out the words, chunk it up and I know them all now. I was helped to spell words and read like a talker. I am really happy in class now.' Pupil



What do people say about Every Child a Reader?

Reading Recovery Teacher: *'For me, as a teacher, one of the greatest joys is seeing the children 'grow' in front of my eyes – head and shoulders held up as their confidence and enjoyment increases.'*

Headteachers: *'I will commit to Every Child a Reader for as long as I have any influence here because it has been the greatest programme I have ever seen in action and it has had the greatest impact on the progress and confidence of the children involved.'*

'As far as ECaR goes... I am a believer! This is my 40th year in teaching - I can't count the number of times I've been told about the latest new initiative! ECaR works on three levels:

- 1) 'It is life changing for children. Our least able eight readers are now performing at least at the level of their peers.'*
- 2) 'It works for staff. Mary was a good teacher - now she is outstanding and can share her skills with colleagues.'*
- 3) 'It works for schools. I've had the privilege of working in an outstanding school. Our lowest achieving children have vanished from our data!'*

Ofsted: *'The ECaR programme has had a significant impact on the rate of pupils' progress, raising teacher expectations and consequently standards have returned to the national average...'* *'One-to-one work in reading is significantly improving pupils' skills, motivation and enjoyment of learning.'*

'The children are much more confident with reading and understand what they read. Some of the children are now amongst the best readers in the class... Their writing skills have improved in all cases. The children are generally more confident in all areas of learning as they have a greater self-belief. Parents are more supportive with reading at home as they have watched how Reading Recovery sessions are delivered.' Teacher

'There has been a real impact for all our children, both in their reading and self-confidence... this has been seen across the school through the use of the skills and support of the trained members of staff and the raising of our Quality First Teaching. My staff don't just listen to children read - they teach them to read.' Headteacher