

Every Child a Reader (ECaR) Annual Report 2010–11



Contents page

What is Every Child a Reader?	...Page 4
Where is Every Child a Reader in England?	...Page 5
Matching children to appropriate interventions	...Pages 6-7
Reading	...Page 8
Writing	...Page 9
Every Child a Reader and schools	...Pages 10-12
Every Child a Reader and Ofsted	...Page 13
Research on the impact of Every Child a Reader	...Page 14
References	...Page 15
Related research	...Page 15
Related reports	...Page 15

Abstract

Every Child a Reader (ECaR) is an approach to implementing and managing early literacy interventions to ensure that all children who need additional support with learning to read and write are given what they need.

At its heart is Reading Recovery, an intensive, daily, one-to-one intervention for the lowest achieving literacy learners after one year in school. A highly skilled Reading Recovery teacher works with the lowest attaining children individually and supports the whole school in mapping, providing and monitoring a range of other literacy interventions for all children who need support, with the aim of every child being a reader and writer.

This report presents an overview of ECaR for the academic year 2010-11. The report provides information on what, where and how ECaR is offered in schools across England. Results for children and schools are reported, alongside research evidence for the impact on standards and cost effectiveness.

This report demonstrates that ECaR is not just an aspiration but can be a solution and life-changing intervention for children and families in England.

What is Every Child a Reader?

Every Child a Reader (ECaR) is a strategic way of organising and managing a range of effective literacy interventions for children struggling to read and write in Key Stage 1.

It is a school-based approach which aims to ensure that every child achieves success in literacy through carefully targeted support. Schools can expect all children to learn to read and write early, well, and with enjoyment.

This is accomplished using the expertise of the Reading Recovery teacher to ensure that each child's needs are assessed and the appropriate level of support provided to help children catch up with their classmates.

At the core of this strategy, Reading Recovery provides intensive teaching for the very lowest attaining children. Reading Recovery works alongside systematic synthetic phonics taught in schools by addressing the complex individual difficulties of children who, for whatever reason, have not responded to the classroom teaching.

Some children struggle to respond to phonics teaching or to engage effectively with print until Reading Recovery teachers help them understand how the sound/letter system works in text reading and writing. Problems may arise through poor phonological awareness, poor auditory memory or poor visual discrimination, whilst some children struggle to make the transition from learning phonics to applying

“ ECaR plays a fundamental and pivotal part within our whole school strategic vision, direction and provision. ECaR impacts at all levels with the Reading Recovery teacher supporting the wider staff group to ensure consistency of practice and assessment and ensuring quality first teaching. ”

Headteacher, Ashley Down Infants

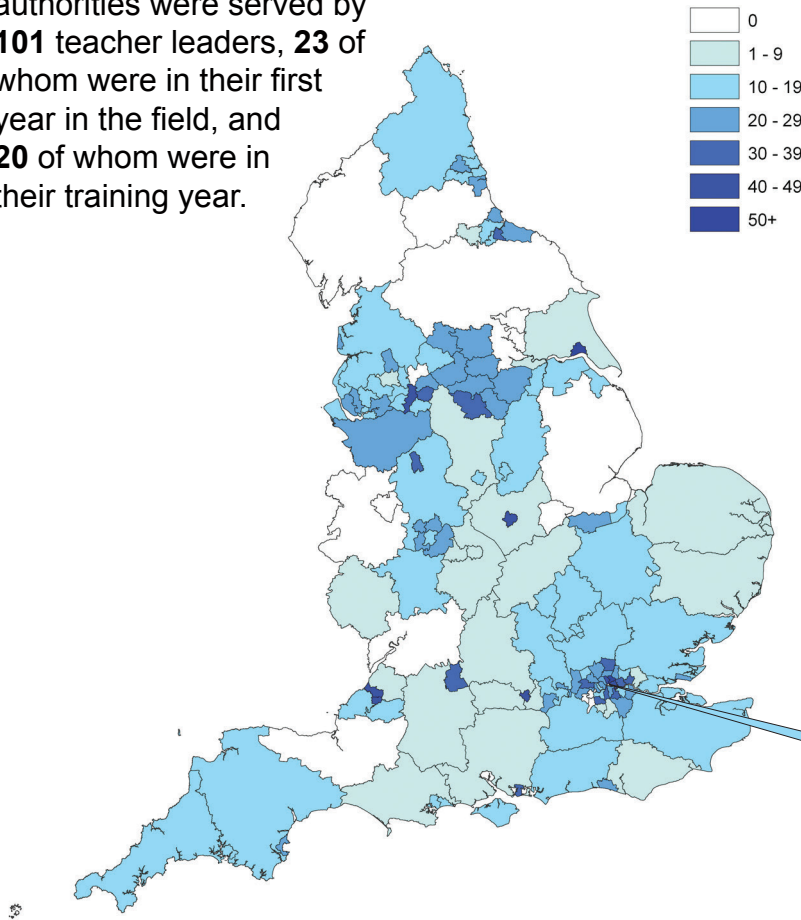
phonics in text reading or to attending to meaning. Reading Recovery teachers enable children to make this transition.

Table 1: Support structure of Every Child a Reader (ECaR)

Reading Recovery teachers in ECaR schools	<ul style="list-style-type: none"> • Teaching children in Reading Recovery on a daily basis • Working with class teachers, teaching assistants and others in school with responsibility for literacy interventions • Supporting colleagues' understanding of literacy teaching and learning e.g. systematic synthetic phonics
Teacher leaders at local level	<ul style="list-style-type: none"> • Teaching children in Reading Recovery • Supporting Reading Recovery teachers • Delivering professional development for Reading Recovery teachers • Delivering training for a range of other intervention programmes, and supporting the implementation of these in schools • Overseeing communications, quality assurance, monitoring etc. at a local level
National leaders at the Institute of Education	<ul style="list-style-type: none"> • Delivering initial and continuing professional development for teacher leaders • Teaching children in Reading Recovery • Overseeing communications, quality assurance, monitoring etc. at a national level

Where is Every Child a Reader in England?

In 2010-11, **139** local authorities were served by **101** teacher leaders, **23** of whom were in their first year in the field, and **20** of whom were in their training year.



Map shows % of ECaR schools compared to non-ECaR schools in LA

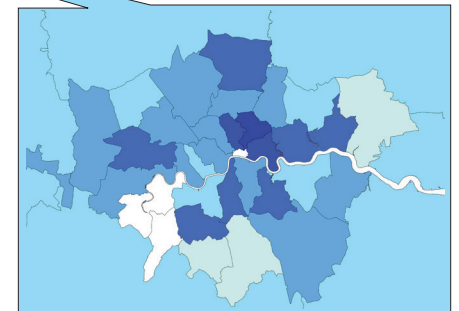
Citation

Ed-Line Consortium, 1991
 Census: Digitised Boundary Data (England and Wales) [computer file]. ESRC/JISC Census Programme, Census Geography Data Unit (UKBORDERS), EDINA (University of Edinburgh)

Copyright statement

This work is based on data provided with the support of the ESRC and JISC and uses boundary material which is copyright of the Crown and the ED-Line Consortium.

Credit: Adrian Cantor



Local authorities implementing Reading Recovery

Barking and Dagenham;
 Barnet; Barnsley; Bath and North East Somerset; Bedford; Bexley; Birmingham; Blackburn with Darwen; Blackpool; Bolton; Bournemouth; Bracknell Forest; Bradford; Brent; Brighton and Hove; Bristol; Bromley; Buckinghamshire; Bury; Calderdale; Cambridgeshire; Camden; Central Bedfordshire; Cheshire; Cheshire East; Cheshire West and Chester; Cornwall; Coventry; Croydon; Cumbria; Darlington; Derby; Derbyshire; Devon; Doncaster; Dorset; Dudley; Ealing; East Riding of Yorkshire; East Sussex; Enfield; Essex; Gateshead; Gloucestershire; Greenwich; Hackney; Halton; Hammersmith and Fulham;

Hampshire; Haringey; Harrow; Hartlepool; Havering; Herefordshire; Hertfordshire; Hillingdon; Hounslow; Isle of Wight; Islington; Kensington and Chelsea; Kent; Kingston-upon-Hull; Kirklees; Knowsley; Lambeth; Lancashire; Leeds; Leicester; Leicestershire; Lewisham; Liverpool; Luton; Manchester; Medway; Merton; Middlesbrough; Milton Keynes; Newcastle-upon-Tyne; Newham; Norfolk; North East Lincolnshire; North Lincolnshire; North Somerset; North Tyneside; Northamptonshire; Northumberland; Nottingham; Nottinghamshire; Oldham; Oxfordshire; Peterborough; Plymouth; Poole; Portsmouth;

Reading; Redbridge; Redcar and Cleveland; Rotherham; Salford; Sandwell; Sefton; Sheffield; Slough; Solihull; South Gloucestershire; South Tyneside; Southend-on-Sea; Southwark; St Helens; Staffordshire; Stockport; Stockton-on-Tees; Stoke; Suffolk; Sunderland; Surrey; Sutton; Swindon; Tameside; Thurrock; Torbay; Tower Hamlets; Trafford; Wakefield; Walsall; Waltham Forest; Wandsworth; Warrington; Warwickshire; West Berkshire; West Sussex; Westminster; Wigan; Windsor and Maidenhead; Wiltshire; Wirral; Wokingham; Wolverhampton; and Worcestershire.

Matching children to appropriate interventions

In the 2010-11 academic year, **28,123** children received additional literacy support as a result of Every Child a Reader (ECaR). Schools use a variety of interventions based on their effectiveness for particular groups of children. Some examples of interventions successfully used by ECaR schools are listed below.



Better Reading Partnership

Better Reading Partnership is designed to improve the use of reading strategies and develop understanding, enabling pupils to become successful, independent readers who read with enjoyment. It is a targeted, time-limited, one-to-one intervention (three sessions per week, for 10 weeks) using a structured lesson format. It is delivered by teaching assistants, other school-based staff or volunteers.

Pupils in Key Stage 1 make average gains of six months in reading age over the 10 weeks. At least two Book Bands (2007) would be an appropriate expectation. In Key Stage 2, the average gains are nine months plus, and at Key Stage 3, 12 months. Trainers report that schools also describe pupils as having a 'huge confidence increase' as a result of the programme.

“ Many schools have found one-to-one methods such as Reading Recovery (Every Child a Reader) very effective in teaching children to read. ”
All-Party Parliamentary Group for Education (2011)

Fischer Family Trust

Fischer Family Trust aims to enable each child to make enough progress so that s/he can access and continue to learn through whole class/group teaching.

It is a time-limited, daily one-to-one intervention (averaging 15 weeks), which enables accelerated learning for Year one and Year two pupils.

It is delivered by teaching assistants, who are supported by a Fischer Family Trust trained Reading Recovery teacher, SENCO or class teacher. Strong links with the class teacher are essential as the child must apply their new learning within the class situation.

Children progress from Red Book Band to Green Book Band (nine Reading Recovery book levels), and develop a range of independent reading and writing strategies including phonic skills.

On average, children make gains of four point scores in both reading and writing moving, from working towards Level 1 to a secure Level 1B.

“ [Talking Partners] has impacted on writing and is one of the contributing factors of raising our end of Key Stage 2 results in literacy from 45% 10 years ago, to 80%+ (and rising), ” reported a West Yorkshire primary school

Talking Partners

Talking Partners aims to improve pupils' speaking and listening skills. It is delivered by trained partners (e.g. teaching assistants) who work with groups of three children for 20 minutes, three times a week for 10 weeks, helping them to learn how to listen more actively and how to talk for a range of purposes. The professional development programme helps the partners become reflective practitioners and develop an improved understanding of how children learn.

Data continue to show accelerated gains in expressive oral language of more than 18 months over the 10 week programme. It boosts the confidence and self-esteem of both the children who participate, and the teaching assistants who deliver. Children typically become more engaged with classroom learning.

Reading Recovery

Reading Recovery is an intensive school-based, daily one-to-one intervention (between 12 and 20 weeks) for the lowest achieving literacy learners after one year of school. These children are often not able to read the simplest of books or even write their own name



before the intervention. The aim is for children to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

Individually designed lessons are delivered by highly skilled Reading Recovery teachers,

who complete a year-long professional development course and receive ongoing support from a qualified teacher leader.

The teacher also works closely with the class teacher, school team and parents, to support the intervention for children.

Reading Recovery children

42% of the **21,038** children who received Reading Recovery lessons were eligible for free school meals compared with **19%** (DfE, January 2011) of the national primary school population.

Children in poverty were more than twice as likely as their more advantaged peers to be the lowest-attaining in their year group and in need of Reading Recovery.

61% were boys, **22%** were learning English as an additional language, and **45%** were from ethnic minority backgrounds. The majority

of children were in Year one and of those in Year two, two in three had started their Reading Recovery lessons in the previous school year.

More than **10,803** had been identified on the Special Educational Needs register in their schools.

There was an increase of nearly **35%** in the number of vulnerable children (e.g. children of asylum seekers, refugees or looked after children), compared with 2009-10. However, the overall number remained relatively small at **938**.

“ Now I know I can teach any child to read. ” Reading Recovery teacher

Outcomes for different groups of Reading Recovery children

81% of girls and **78%** of boys caught up with their peers.

The achievement gap for poor children who received Reading Recovery was almost closed with **75%** attaining age appropriate levels, alongside **82%** of their more advantaged peers on the programme.

The gap has narrowed from children in poverty being twice as likely to be among the lowest attaining, to them being within **7%** points of their peers.

Children for whom English was an additional language and those from ethnic minority groups were highly successful, with **83%** and **79%** respectively making accelerated progress as a result of Reading Recovery.

Vulnerable children also made accelerated progress. **85%** of asylum seekers, **72%** of 'looked after' children, **63%** of travellers and **69%** of other vulnerable children met age related expectations.

1,871 children could be removed from the Special Educational Needs register, enabling schools to focus limited resources more effectively.

Reading

The lowest attaining children in Every Child a Reader (ECaR) received Reading Recovery. Although these children knew some letters, sounds and words, almost all were unable to apply that knowledge to reading and writing.

Seventeen in every 20 children (**87%**) were Reading Recovery book level two or below on entry to Reading Recovery, essentially non-readers (see figure 1).

After **18 weeks**, or an average of **36 hours** of one-to-one tuition, **79%** of children had caught up with their classmates.

Progress

Children had progressed from a reading age of four years and 10 months, book level one (see image 1), to a reading age of six years and 10 months, book level 17 (see image 3).

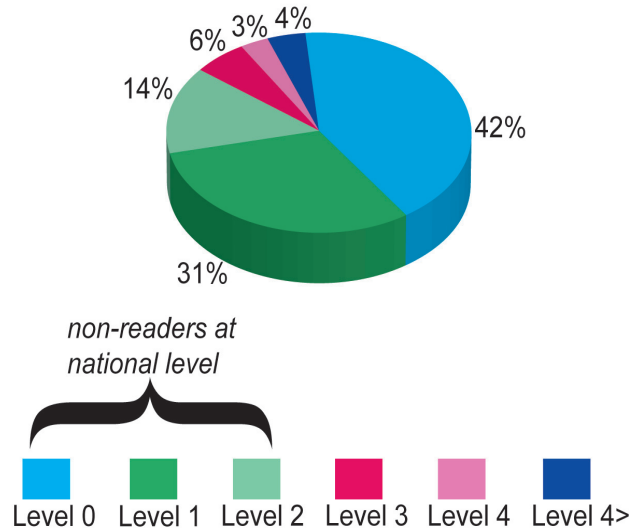
In national curriculum terms, they moved from working towards level one to level 1A, on track for achieving level 2B at the end of Key Stage 1, in line with national benchmarks. They made, on average, a gain of **24 months** in four-to-five months, around **five times** the normal rate of progress.

Children who did not catch up with their classmates (referred) still made progress, on average at twice the normal rate, and they moved from being non-readers to accessing reading and writing in their class, but still needing some support.

These children had learned how to use their knowledge of letters and sounds to decode text, and to understand and enjoy stories. They had progressed to a reading age of five years and 10 months, book level nine (see image 2) after a slightly longer lesson series, usually an average of **20 weeks**.

Recent research supports the reliability of Reading Recovery book levels as an indication of children's ongoing progress in reading (Holliman, A.J. & Hurry, J., in press).

Figure 1: Book level on entry to Reading Recovery for ECaR children with completed programmes, 2010-11.



1 Level one typical text

2 Level nine typical text

3 Level 17 typical text

Writing

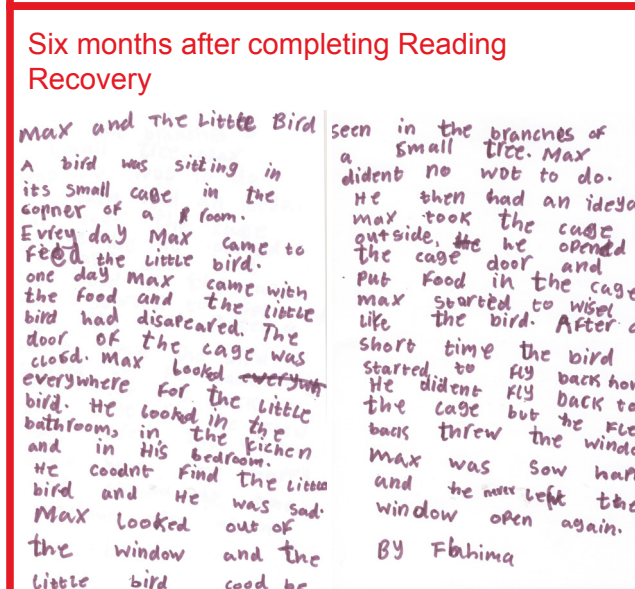
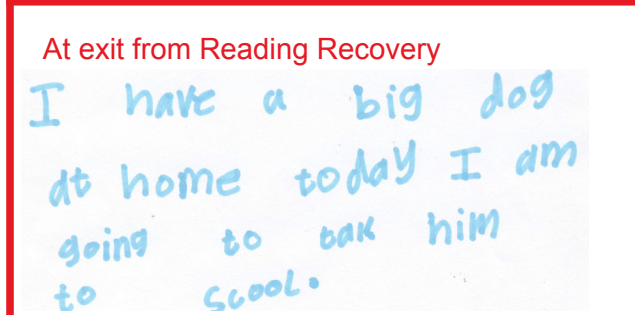
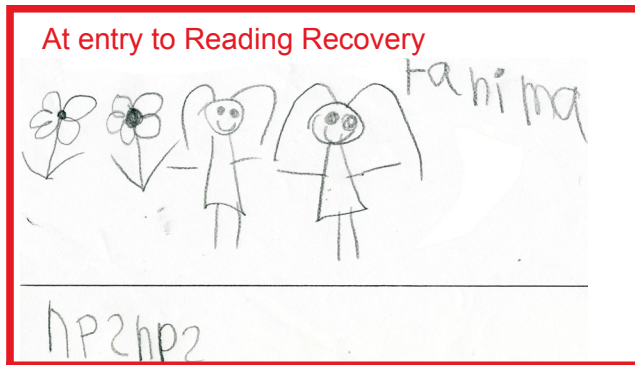
Writing is an important part of Every Child a Reader (ECaR) and an essential element of Reading Recovery. What a child learns in reading supports and complements their writing and vice versa.

Children are taught how to compose sentences to write down their own ideas. They are taught explicitly how to use their phonic knowledge to spell regular words.

As children progress they are taught more complex or irregular spelling patterns, and they build a vocabulary of words they can write automatically in order to become fluent writers. They write longer, more complex messages and are able to compose 'on the run'.



“ I love writing because it's fun. ” Reading Recovery child



Children like Fahima (see handwriting examples, below left) have learned very little about writing before being identified for Reading Recovery in ECaR. They are typically unable to write the letters and sounds they know, or to use phonics to help their spelling (see image 4). Many cannot even write their own name.

Progress

At the end of their Reading Recovery lessons, after an average of **18 weeks**, children had made substantial progress in writing and were now on track for the appropriate National Curriculum level for their age, level two. Fahima was able to use her knowledge of phonics to spell new words and complete simple pieces of writing (see image 5, dictated by her teacher).

Fahima is now working at the expected phonic phase (phase five of 'Letters and Sounds'). Children in Reading Recovery have learned how to use their new understanding of letters and sounds to compose and write messages and stories.

Children who completed their Reading Recovery lessons continue to make impressive progress afterwards, as Fahima's independent class work (see image 6) demonstrates. As well as being able to control more complex spellings post-programme, children are also able to express more interesting and challenging ideas and to sustain a lengthy composition.

Every Child a Reader and schools



Every Child a Reader (ECaR) has demonstrated the potential to impact upon literacy learning across Key Stage 1, by capitalising on the knowledge and expertise invested in the Reading Recovery teacher.

In 2010-11 there were **2,493** Reading Recovery teachers working in **2,427** schools. Two in five teachers (**1,016**) were in training. In an independent evaluation (DfE, 2011), Reading Recovery teachers welcomed the opportunity to focus on

literacy and to engage with theory, as it expanded their understanding of how to teach. Even experienced teachers found this beneficial, as they acquired new knowledge which could be applied in practice and shared with colleagues in their school.

Since 2007, ECaR schools have shown a greater increase in attainment in Key Stage 1 assessments than non-ECaR schools, in both reading and writing (see figures 2.1 and 2.2).

Reading results

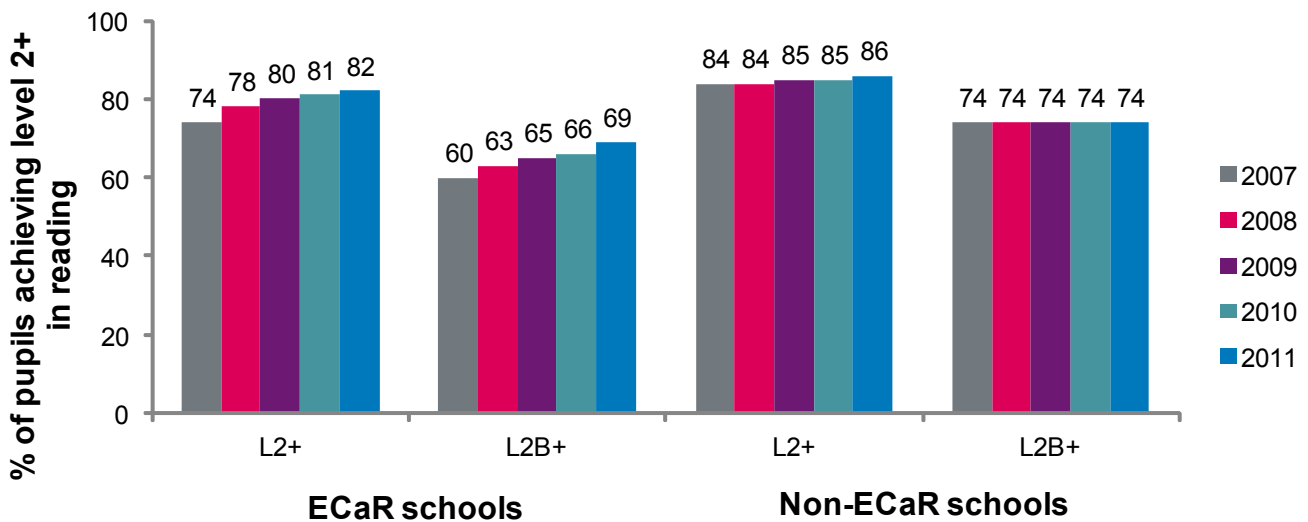


Figure 2.1: Comparison of ECaR and non-ECaR schools' SATs reading results, 2007-11.

Writing results

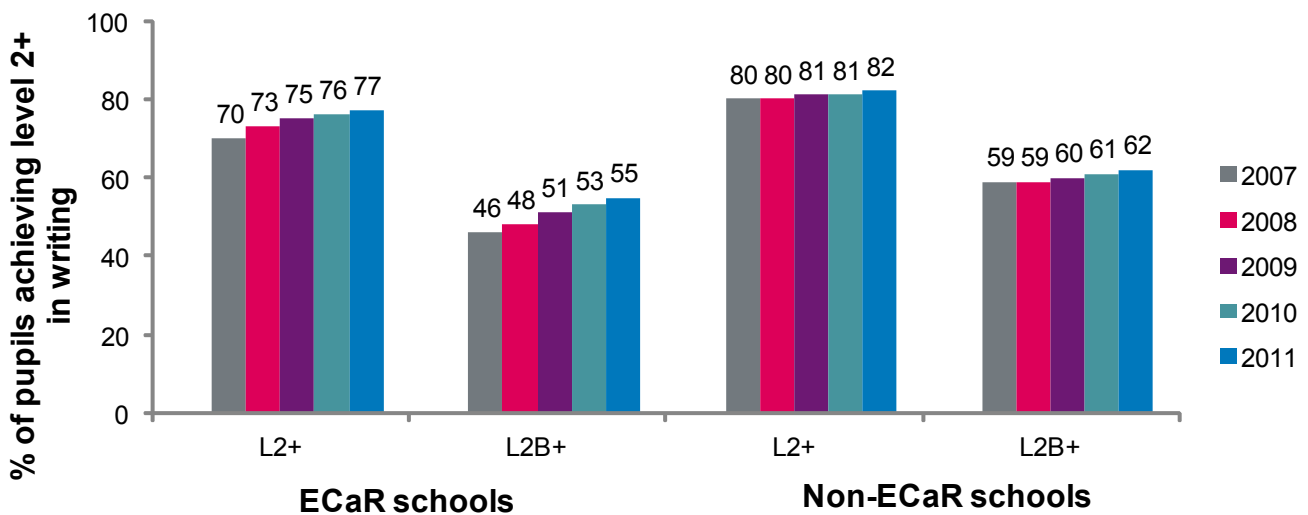


Figure 2.2: Comparison of ECaR and non-ECaR schools' SATs writing results, 2007-11.

Case study

The London Borough of Hackney is culturally and ethnically diverse, with high levels of deprivation and has, in the past, sought ways of raising education standards and life chances for children in poverty and those learning literacy in English as an additional language.

Children identified as the lowest attaining and placed into Reading Recovery in Hackney are considerably more likely, even compared with the lowest attaining children elsewhere in the UK, to be entitled to free schools meals, to come from ethnic minority groups, and to speak English as an additional language.

The education authority in Hackney has implemented Reading Recovery since 1992 and the programme has played a vital role in changing children's lives, supporting a whole school approach to raising standards and developing enhanced professional learning and understanding in school staff members in relation to early literacy difficulties.

The authority sees the Reading Recovery programme as a key part of its strategy for raising attainment in schools. Hackney also played a significant role in the development of Every Child a Reader (ECaR), the school improvement programme which has grown out of Reading Recovery

in England. Through strong local leadership, Hackney was at the forefront of initiatives to enhance value for money from the programme by making more strategic use of the Reading Recovery teacher to secure wider impact on literacy across the school.

In a small scale study carried out in Hackney over six years from 2006 to 2011, **10** schools which have implemented Reading Recovery continuously in that time were identified, and the cohort of children who received Reading Recovery in 2006-07 were traced.

In 2006-07 **58%** of the children identified among the lowest attaining Hackney, and placed into Reading Recovery, were entitled to free school meals, compared with **18%** of the national population. **60%** were learning literacy in English as an additional language and **72%** were from ethnic minority backgrounds. The entry scores on a battery of assessments for reading and writing were even lower for the Hackney cohort than the national average for Reading Recovery, indicating that these were children at a high level of risk of literacy failure.

This cohort profile was fairly typical of the programme in Hackney, and continues to be so. These were the very lowest attaining children in a context of poverty and disadvantage, and they



“ As a school our end of Key Stage 2 results show that our ex Reading Recovery children continue to reach and exceed National expectations with many achieving level five in reading. ” Valerie Serrette Figaro, headteacher at Randal Cremer Primary School

would have been predicted, without intervention, to be those most likely to fall among the 30,000 children each year across England who fail to reach National curriculum level three in reading at age 11.

The children in the 10 Hackney schools reached the end of Key Stage 2, at age 11, in 2011, five years after the end of their Reading Recovery programme. In National Curriculum assessments **83** of the **92** children who completed the Reading Recovery programme in Year two went on to achieve level four or higher in their July 2011 National Assessments in reading.

This represents a **90%** success rate, or nine out of 10 of the previously lowest attaining children, who would otherwise have been predicted to be at greatest risk of failing to attain National Curriculum Level three overcoming barriers to attainment. Not a single child who had completed their Reading Recovery programme in this cohort achieved below level three. This is a remarkable achievement for a group

of children at exceptionally high risk of failing to achieve national standards in literacy. See Table 2 for the 10 schools' results.

Table 2 also demonstrates the potential wider school impact of ECaR. These are all schools serving an exceptionally disadvantaged population, yet in seven out of the 10 schools, more than **80%** of their children reached national standards, including three schools in

which **100%** of children did so and one in which more than **90%** did so. Even a school with exceptionally high pupil mobility, nevertheless enabled **72%** of children to reach national assessment standards. This clearly demonstrates the potential of Reading Recovery to contribute to school wide attainment, and to close the attainment gap for children in poverty and those from ethnic minority groups.

Table 2: School level impact of Reading Recovery on outcomes in National Assessments at end of Key Stage 2

School	Total number of children in Year six	Proportion of whole cohort reaching level four or above in Year six National Assessments	Number of ex-Reading Recovery children in Year six	Number of ex-Reading Recovery children achieved L4+ in National Assessments	Impact of Reading Recovery children on school level achievement at level four or above	Comment
St John the Baptist	44	72.1%	6	4/6	9%	High pupil mobility
Grazebrook	57	94.4%	7	5/7	9%	
De Beauvoir	34	73.5%	12	9/12	26%	
Sebright	53	85.5%	15	14/15	26%	
Jubilee	60	89.8%	6	6/6*	10%	* two achieved level 5
Holmleigh	28	79.3%	7	6/7	21%	
Lauriston	29	100%	7	7/7	24%	
Kingsmead	27	100%	10	9/10*	27%	*one child unreported
Parkwood	29	100%	6	6/6*	20%	*one achieved level five
Randal Cremer	53	81%	17	16/17	32%	* four achieved level five

Every Child a Reader and Ofsted

The new Ofsted framework for inspection places a high priority on achievement for all pupils, viewing inspection as “primarily about evaluating how individual pupils benefit from their school.” (Ofsted, 2012:5).

Ofsted will assess how a school responds to individual needs, observing how well all pupils are helped to make progress and fulfil their potential.

Inspectors will pay particular attention to children whose individual learning needs may require expert teaching and additional support. Whilst recognising that different children have different starting points, almost all children in an outstanding school are expected to show rapid and sustained progress in most subjects over time.

Building upon the judgements of Reading by Six (Ofsted, 2010), inspectors are charged with finding out what primary schools are doing for those children who are in danger of falling through the net. Anna, a Bristol Every Child a Reader (ECaR) teacher, said:

“During their time in our school, the inspectors saw parents changing books and hearing children read. They also asked about those who were doing running records with individuals and were subsequently impressed with the role Better Reading Partners play in supporting children who are reading just below age related expectations.



“ This is a good school which has clearly turned a corner. In extremely difficult circumstances, the headteacher and senior leaders have been a tenacious driving force in improving the quality of teaching and learning. In addition, high quality support for individuals, through programmes such as ‘Every Child a Reader’ for Year one pupils, have produced excellent results. ” Ofsted report, All Saints School in Nuneaton

“The high degree of personalisation involved in the Reading Recovery lesson and the child’s self-esteem were commented on: “you couldn’t be doing any more for him.”

“Perhaps most importantly, they recognised the impact of our regular assessment and monitoring in order to identify children who need intervention or barriers removing. For example, teachers ensure that children who do not have the opportunity to read at home read daily in school.

“At the end of the inspection the school was judged outstanding: “pupils attainment is high, especially so in reading...reading and literacy skills are taught exceptionally well and any pupil in danger of falling behind has highly effective support...there is a strong determination that all pupils will learn how to read regardless of circumstances.””

ECaR raises the expectations for teaching and pupil achievement. It enables schools to address the requirements of Ofsted: almost all pupils will be making average, or well above average, progress relative to starting points.

For those groups identified as falling behind, ECaR schools are confident that appropriate intervention is being provided.

The ECaR team, led by the Reading Recovery teacher, offers expertise in, and management of, a range of literacy and numeracy interventions and the continued progress of any pupil who has received an intervention programme is carefully monitored.

The name says it all: “Every Child a Reader”!

Research on the impact of Every Child a Reader

In May 2011 the Department for Education (DfE) in England published an independent evaluation of Every Child a Reader (ECaR). The report examined the implementation, impact and value-for-money of the strategy.

“ ECaR had an overall positive impact on school level reading and writing attainment. In the second year of its operation, ECaR improved school level reading attainment at Key Stage 1 by between two and six percentage points. School level writing attainment at Key Stage 1 was improved by between four and six percentage points in ECaR’s second and third years of operation.” DfE report

Impact

At the end of Year one, Reading Recovery in ECaR had an impact of **26** percentage points on pupils reaching level one or above in their reading - pupils being assessed as good or very good at decoding text. Significant positive impacts were also found on always or sometimes:

- enjoying silent reading (17 percentage points)
- being confident in tackling a new book (12 percentage points)
- voluntarily choosing extra books to take home (12 percentage points)
- being able to initiate ideas and activities (18 percentage points)

The study found that Reading Recovery in ECaR had an impact of **17** percentage points on parents encouraging the child to think that reading is important.

Implementation

- The role of Reading Recovery teachers: Training and support for Reading Recovery teachers was praised for its relevance and suitability. An effective Reading Recovery teacher was crucial to the successful implementation of ECaR’s layered approach

- The commitment of senior management: Awareness and commitment at a senior level facilitated the provision of space and resources, and the relationships of Reading Recovery teachers with other school staff
- Other ECaR interventions were delivered in a more fragmented way than Reading Recovery: Reading Recovery teachers found it challenging to train other staff to deliver the interventions given their other priorities, although this was more pronounced during the setting-up of the programme in the first year of ECaR

The report identified fidelity to the Reading Recovery model as important to delivering sessions effectively, but incorporated some flexibility, and Reading Recovery teachers spoke positively about the room for personal judgement within the Reading Recovery model.

Conclusion

The evaluation demonstrated the impact of ECaR and Reading Recovery on the literacy attainment of children in Key Stage 1, and identified factors that underpin the successful delivery of the interventions.

The research has shown how ECaR and Reading Recovery have the capacity to help children at risk of falling behind catch up with their peers early on in their school career. These findings match the positive views of the interventions held by the staff involved in delivery. If the progress these children make is sustained throughout school, the long-term benefits of ECaR would be expected to exceed the costs.

Reference

Tanner, E., Brown, A., Day, N., Kotecha, M., Low, N., Morrell, G., Turczuk, O., Brown, V., Collingwood, A., Chowdry, H., Greaves, E., Harrison, C., Johnson, G., Purdon, S. *Evaluation of Every Child a Reader*. DfE-RR114 (2011).

For the full report, visit:
<http://readingrecovery.ioe.ac.uk/reports/37.html>

References

All-Party Parliamentary Group for Education (2011) *Report of the Inquiry into Overcoming the Barriers to Literacy*. URL: <http://bit.ly/y7hqJa>

Baker, S., Bickler, S. & Bodman, S. (2007) *'Book bands for guided reading: a handbook to support foundation and key stage 1 teachers'*. European Centre for Reading Recovery: Institute of Education

DfE (January 2011) *'Schools, Pupils and their Characteristics'*

DfE (May 2011) *'Evaluation of Every Child a Reader (ECaR)'*

Holliman, A.J. & Hurry, J. (in press) *'Children's reading profiles on exiting the Reading Recovery programme: Do they predict sustained progress?'*

Ofsted (2010) *'Reading by Six: how the best schools do it'* (100197) Crown copyright.

Ofsted (2011) *'Getting them reading early: Distanced learning materials for inspecting reading within the new framework'* (110112). Crown copyright.

Ofsted (2012) *'The evaluation schedule for the inspection of maintained schools and academies'* (110127). Crown copyright.

Primary National Strategy (2007) *'Letters and Sounds Six-phase Teaching Programme'*. London: DfES Publications.

Randell, B. 1997. *The Race to Green End*. PM Story Books: Turquoise. Nelson Cengage Learning, Australia. Illustrations: Isabel Lowe

Randell, B. 2002. *Clever Little Dinosaur*. PM Benchmark: Level nine. Thomson Learning, Australia. Illustrations: Ben Spiby

Smith, A. & Randell, B., & Giles, J. 2007. *Dressing up*. PM starters: Level 1. Nelson Cengage Learning, Australia. Photographs: Edwards, L.

Related research

Reading Recovery has been widely researched internationally. We have categorised 'related research' based on the questions which are most commonly asked.

- **Effectiveness**
<http://readingrecovery.ioe.ac.uk/reports/636.html>
- **Continued progress**
<http://readingrecovery.ioe.ac.uk/reports/637.html>
- **Self-esteem**
<http://readingrecovery.ioe.ac.uk/reports/638.html>
- **Research reviews**
<http://readingrecovery.ioe.ac.uk/reports/641.html>
- **Cost effectiveness**
<http://readingrecovery.ioe.ac.uk/reports/642.html>

Related reports

There are a number of related reports which have been published supporting the impact and success of Reading Recovery. For further information, visit:

<http://readingrecovery.ioe.ac.uk/reports/37.html>

Published by European Centre for Reading Recovery, Institute of Education, University of London,
20 Bedford Way, London WC1H 0AL. Tel: 020 7612 6585 Email: readrec@ioe.ac.uk
Web: <http://readingrecovery.ioe.ac.uk>

Data supplied by International Data Evaluation Center at the Ohio State University.

The name Reading Recovery is a registered trademark of the Institute of Education, University of London.