

Every Child a Reader (ECaR) Annual Report 2011-12



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Foreword

Every Child a Reader (ECaR) is a whole school improvement strategy for literacy. It aims to ensure that all children who need additional support with learning how to read and write are given access to the type of intervention they need.

At its heart is Reading Recovery, a daily one-to-one literacy programme for the lowest achieving children aged five or six that enables them to reach age-expected levels within 20 weeks. In 2011-12 almost four out of five children in Reading Recovery caught up with their class mates.

In addition to their core role, Reading Recovery teachers implement the ECaR strategy within a school by mapping, providing and monitoring a range of other literacy interventions across the primary age range.

Overall ECaR provides schools with a cost-effective method to close the attainment gap by using the Reading Recovery teacher's skills and expertise. ECaR is not just an aspiration but can be a solution and life-changing intervention for children and families across England.

This report presents an overview of the ECaR principles; implementation scale within England; the importance of strategic management; the role and value of Reading Recovery; the latest research; and finally, case studies showing real-life impact of early intervention within a school.

Introduction and scale

Every Child a Reader (ECaR) is a school-based strategy, built around Reading Recovery, for quickly raising attainment in literacy. It is based in Key Stage 1, but has the capacity for school wide impact through managed and targeted layers of literacy support.

ECaR empowers schools to make sound judgements about teaching literacy, matching children to appropriate programmes to meet their needs, and monitoring and evaluating the effectiveness of provision.

With ECaR, struggling readers and writers are able to achieve in line with age-related expectations or better. ECaR also provides professional expertise in schools to enhance literacy standards for all pupils.

Reading Recovery is at the heart of ECaR, providing an intensive, daily, one-to-one programme for the lowest achieving literacy learners. A highly skilled Reading Recovery teacher works with these children individually, as well as providing, supporting and monitoring a range of other literacy programmes for all children who need them.



In the 2011-12 academic year, **19,647** children received additional support as a result of ECaR to help them catch up to age appropriate levels. In total **1,395** schools from **118** local authorities implemented the strategy as a method to tackle literacy difficulties. This was managed in the school by the **1,383** Reading Recovery teachers, who themselves received additional training and guidance to achieve this by **68** regionally based Reading Recovery teacher leaders.

••••• **Whole school approach** •••••

• ECaR is an evidence-based whole school strategy providing appropriately targeted literacy teaching programmes including systematic synthetic phonics. These teaching programmes draw on current research.

••••• **Targeted support** •••••

• ECaR uses assessment for learning to provide effective educational responses tailored to the age and level of need of pupils.

••••• **Sustainability and monitoring** •••••

• Monitoring and tracking are embedded in ECaR to ensure that expected levels of progress are achieved and to allow fast response if needed.

••••• **The Reading Recovery teacher** •••••

• ECaR capitalises on the specialist knowledge of the Reading Recovery teacher to enrich teaching skills across whole school staff.

••••• **Professional development (PD)** •••••

• ECaR provides ongoing PD and support for staff delivering targeted literacy programmes.

••••• **Results** •••••

• ECaR works. Children catch up with average levels of literacy by making between double and five times the rate of progress.

A strategic approach to intervention

ECaR is designed to provide schools with a strategic approach to the management of literacy intervention to ensure that all children receive just the level of support they need to be successful. In a time of financial austerity it helps schools avoid wasting resources on support that is not effective or not needed.

1. Intervention is integral to the school's policies for literacy – it is planned, managed and monitored
2. It is evidence based practice, all those involved know why you do what you do because of:
 - a) research evidence which shows that you can reasonably expect it to achieve what you need for this group of children
 - b) outcome evidence through monitoring and reporting, so you know that it is doing what you need it to do
3. Intervention is appropriately matched to the job you need it to do:
 - a) you know which children need what kind of support, whether that is:
 - i) oral language support (so possibly Talking Partners)
 - ii) extra practice (so possibly Boosting Reading Potential)
 - iii) keeping on task, a chance to do the same work under closer supervision (possibly a teaching assistant led group intervention)
 - iv) intensive and skilled intervention (Reading Recovery)
 - b) you are able to offer each child the least intensive (i.e. cheapest) intervention that will meet their needs

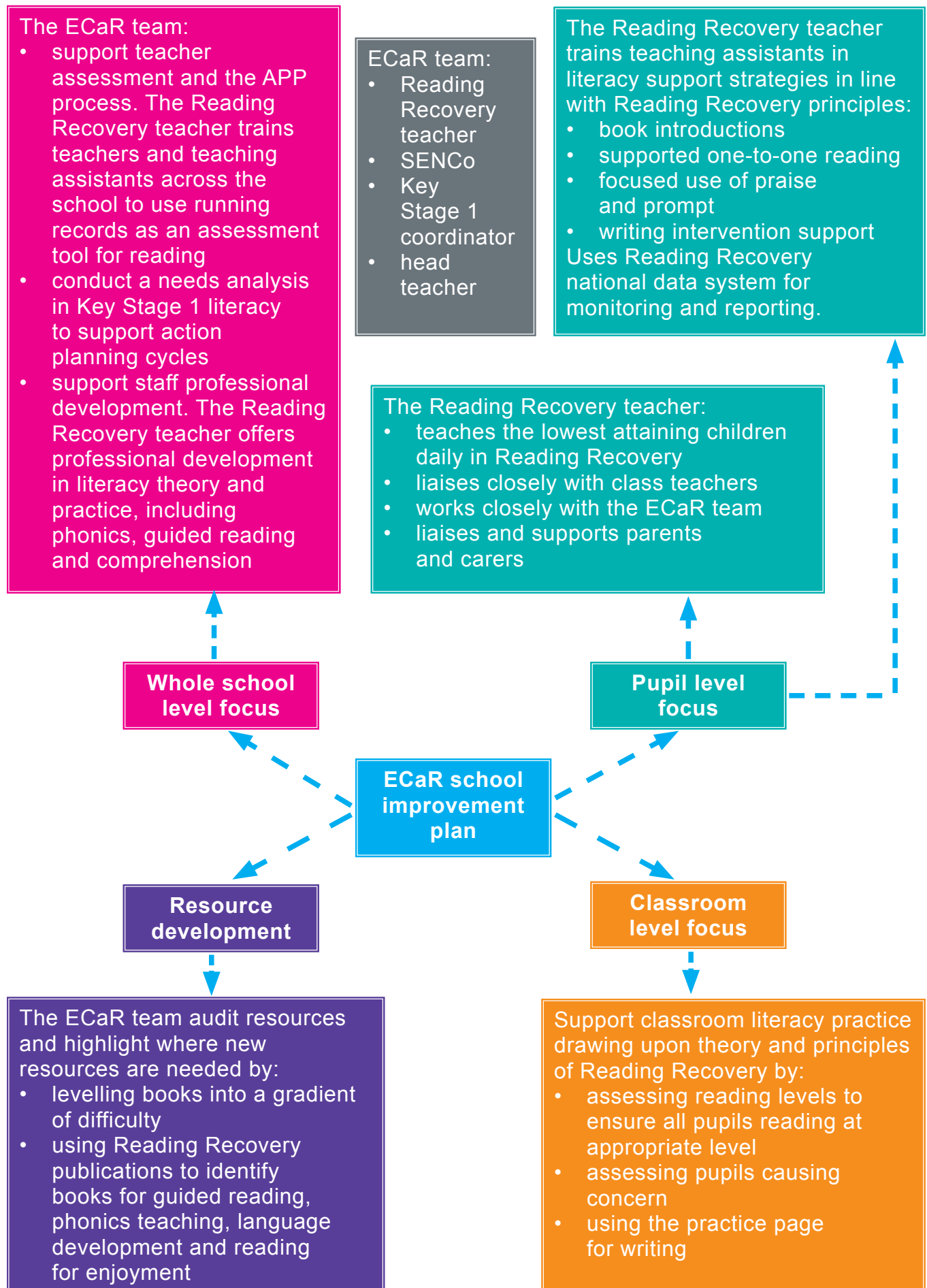
4. Intervention is responsive:
 - a) if it is not working for any child you know immediately
 - b) if it is not working for any child, action is taken before time, effort and resources are wasted and, more importantly, before the child learns to fail, because not making progress in reading is not just an absence of learning
5. Intervention is coherent, everyone involved knows what they are trying to achieve, how they can achieve it and why it is important. The strategic management of intervention provides a tripod of support for the child – their class teacher, their intervention teacher and their parents/carers. Each knows what they need to contribute to the child's learning and all are pulling in the same direction

Reading takes me
to exciting places.



I like to snuggle in my blanket
to read my story so I can
think about the words.

Reading Recovery at the heart of ECaR school improvement



With acknowledgement to Sneinton CofE Primary School, Nottingham

The national value of Reading Recovery

Reading Recovery is an early literacy intervention specifically designed to address the complex literacy needs of the lowest attaining children at age six, preventing literacy failure.

Its target group is the **30,000** children, **6-7%** of the national cohort, predicted to fail to attain National Curriculum Level 3 at the end of Key Stage 2. Until now this group has remained resistant to change in spite of other improvements in standards.

Impact of Reading Recovery in Key Stage 2 National Assessments, closing the gap

In a sample of **374** children who had completed Reading Recovery at age six, **95%** went on to attain National Curriculum Level 3 or above in Reading and **98%** in writing at age 11. **78%** achieved Level 4 or above in reading and **69%** in writing (European Centre for Reading Recovery, 2012). These were the children predicted to fail to reach Level 3.

The findings corroborate a small scale study of **92** children in Hackney (European Centre for Reading Recovery, 2011), in which no child who had completed Reading Recovery at age six failed to reach Level 3 at age 11.

At Key Stage 2 the attainment gap between disadvantaged **children entitled to free school meals** and their more advantaged peers attaining Level 3 or above was less

than **1%** in reading and just **2%** in writing (European Centre for Reading Recovery, 2012). The attainment gap for those achieving Level 4 was **4%** in reading and had closed to **zero** in writing.

Although boys outnumber girls **2:1** among the lowest attaining children identified for Reading Recovery, at Key Stage 2 the attainment **gap between boys and girls** achieving Level 3 or above was **1.5%** in reading and just **2%** in writing (European Centre for Reading Recovery, 2012). The attainment gap for those achieving Level 4 was **2%** in reading and **7%** in writing.

Value for money

A Value for Money analysis by the Institute of Fiscal Studies (DfE, 2011) estimated that the long term benefits of Reading Recovery would amount to **£18,400 per pupil** (compared with a cost of between **£3,600** in a new implementation and **£2,600** in an established implementation) if they fully maintained the gains they had made.

This new evidence at age 11 suggests that the balance of probability is in favour of that outcome. This makes Reading Recovery potentially one of the most cost effective programmes for schools to invest in.

Independent evidence

Reading Recovery is uniquely effective for the lowest attaining **5-10%** of the population, especially children in poverty and those who make negligible progress

in literacy in their first year at school (Hurry & Holliman, 2009 and DfE, 2011). It enables children who have struggled with phonics to get back into the mainstream classroom phonics programme very quickly.

An independent research study (Hurry, 2012, see pages 8-9) found that the substantial gains which result from receiving Reading Recovery in Year 1 continue to deliver a significant advantage for those children at the end of the primary phase.

Other independent research, including comparison and random controlled studies, have reinforced these findings of Reading Recovery's significant impact for the children who receive it (Burroughs-Lange, 2008, What Works Clearinghouse, 2008 and Schwartz, 2005).

In 2012, in spite of changes to government funding and other budget pressures, almost **1,400** schools continued to invest in Reading Recovery for their children.

The impact of Reading Recovery is achieved through:

- a short (50 hours tuition, up to 20 weeks), intensive programme of personalised lessons delivered one-to-one by qualified teachers;
- high level specialist training of Reading Recovery personnel at school, local and national level;
- in-built quality assurance at every level.

The impact of Reading Recovery five years after intervention Hurry (2012)

This is the latest follow up of a study that began in 2005 with some of the first schools to deliver Reading Recovery as part of ECaR.

It is as close to a randomised control trial as we can ethically achieve, so a very high level of evidence.

We present the findings and consider what they mean for ECaR schools.

Children who received Reading Recovery at age five or six, and a comparison group who received other kinds of support, were tracked to the end of Key Stage 2.

The research used Year 6 National Curriculum Assessments to measure the longer term impact of Reading Recovery on reading, writing and maths.

It also conducted four mini-case studies, two in schools with Reading Recovery and two in schools with no Reading Recovery.

The research followed **254** previously low attaining children from age five to age 11: **77** children had received Reading Recovery; **50** children were in Reading Recovery schools but had not received Reading Recovery; and a comparison group of **127** children were in schools without Reading Recovery.



Impact

At the end of Year 6, now aged 11, the children who had received Reading Recovery had made significantly greater progress in English than the comparison children, achieving on average a National Curriculum **Level 4b** compared with a borderline between **Level 3** and **4** in the comparison group.

Children in the Reading Recovery schools who did not have Reading Recovery were also **significantly out-performing** the comparison group in non Reading Recovery schools on the reading test.

“The substantial gains which result from receiving Reading Recovery in Year 1 continue to deliver a significant advantage for those children at the end of the primary phase, providing a surer footing for transition to secondary school”, page 3.

What does this mean for ECaR schools?

Schools can be confident that, if they operate an efficient Reading Recovery programme in Year 1, their most struggling readers stand an excellent chance of overcoming their literacy difficulties and going on into Key Stage 3 as effective and independent readers and writers.

Special Educational Needs

Reading Recovery children were significantly **less likely** to be on School Action Plus or have a statement than children in the other two groups.

What does this mean for ECaR schools?

It shows that Reading Recovery is effective in preventing very low attaining children needing expensive long term SEN support.



What does this mean for ECaR schools?

It reinforces the importance of appropriate text level as a context for learning, to develop the flexibility, fluency and independence essential to being able to read for information and pleasure. It is evidence that Reading Recovery is an effective intervention for writing, as well as a reading.

Discussion

The fact that even the comparison children from Reading Recovery schools made significantly better long-term progress than similar children in non Reading Recovery schools is consistent with reports that having a Reading Recovery teacher in the school **enhances the literacy** offer across the school.

It is also consistent with the 'layered approach' of ECaR being implemented in the Reading Recovery schools, quality first teaching, group interventions and one-to-one teaching.

The study concludes: "These findings indicate that effects of Reading Recovery are still apparent at the end of Year 6 and that even the children who attended Reading Recovery schools but were not offered the programme benefited somewhat from the ECaR programme"

Case studies

Reading: Most children said they **liked reading** except the three children, in non-Reading Recovery schools, who were below Level 3. As one explained: "I don't enjoy books you can't read and you can't understand".

At school level, the Reading Recovery schools had levelled books to ensure that children were reading texts that were accessible to them but challenging. A lack of levelled books in one of the non-Reading Recovery schools meant that some of the case study children were reading books that either did not challenge or were too difficult.

Writing: Children expressed slightly **less positive feelings** about writing, though more than half said they liked writing. Children and adults mainly talked about the

skills associated with writing, rather than the creative and communicative dimensions, in contrast with their talk about enjoyment of reading.

However, examples of children's writing did involve a creative dimension, one ex-Reading Recovery child wrote a 'newspaper expose': "The Ricky News can tell you that we've discovered that children 11-18 are destroying the railways, causing problems to the conductors, who are running after them like lunatics."

In contrast, one of the three children in non-Reading Recovery schools operating below National Curriculum Level 3, wrote: "Dire bruvre (Dear brother), can I cume and live with you I haven't got a haws (house) eny more..... I got sum mony (I got some money)".

Reading

The lowest attaining children in 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.

Five in every six children (**83%**) were Reading Recovery Book Level 2 or below on entry to Reading Recovery, essentially non-readers (see figure 1, right).

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

Progress

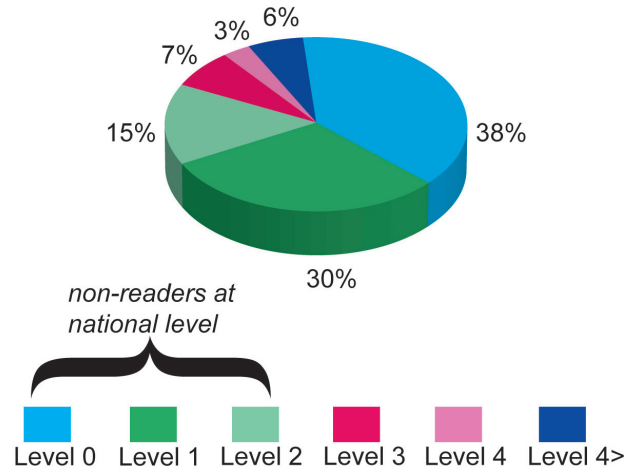
Children had progressed from a reading age of **four years and 10 months**, Book Level 1 (see image 1, right), to a reading age of **six years and 10 months**, Book Level 17 (see image 3, right).

In National Curriculum terms, they moved from working towards **Level 1 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 (known as '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 9 (see image 2, right) after a slightly longer lesson series, usually an average of **20 weeks**.

Figure 1: Book Level on entry to Reading Recovery for ECaR children with completed programmes, 2011-12.



1 Level 1 typical text

2 Level 9 typical text

3 Level 17 typical text

Writing

Writing is an important part of 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 compose and write longer, more complex messages independently.



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

At entry to Reading Recovery

ADOKUMYJ



At exit from Reading Recovery

The ENORMOUS Crocodile
the ENORMOUS Crocodile is Mean and got
sharp teeth and he it keeps. I don't like
to be his friend because he is bad and
NOT good because he it keeps.
he looks green and got sharp teeth like
spayks and he is RUD. X because he
like to it keeps

Six months after completing Reading Recovery

WALT: The Magic Pebble.
One day there was two boys. One boy's name was Devon and another boy's name was Jakubas. Suddenly they got something was happening and changing. but then they saw a magic pebble. So they saw something was changing. They saw the houses was changing and the cars was changing. They saw that people was flying. Devon said lets go home. Everything was messy.
Tomorrow Devon and Reece and Jakubas went outside to play football but suddenly everything was lovely and they were happy ever after.

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Children like Jokubas (see writing 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, left). Many cannot 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 2**. Jokubas was able to use his knowledge of phonics to spell new words and complete simple pieces of writing (see image 5, left).

Jokubas 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 Jokubas's independent class work (see image 6, left) 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.

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Case study: Matching children to appropriate interventions

Shadsworth Infant School, Blackburn, demonstrates how well-managed ECaR provision of Reading Recovery and lighter touch interventions meets the needs of all pupils needing additional literacy support.

Shadsworth Infant School has **227** pupils on roll of whom **41%** have SEN and **57.5%** are eligible for free school meals.

Most pupils are of White British heritage with a small number from Eastern Europe. Fewer pupils than the national average are from ethnic minorities or speak English as an additional language.

The percentage of pupils supported at school action plus and those with a statement of special educational needs is significantly **above average**.

The percentage of pupils known to be eligible for free school meals is **three times higher** than the national average.

The action plan for ECaR focuses on aspects such as pupil tracking, embedding effective guided reading, developing library provision, working with parents and developing a focus on reading for pleasure.

In addition to Reading Recovery, the head teacher and management team have chosen to implement two additional lighter touch interventions for pupils who do not need the intensive support of Reading Recovery.

Better Reading Partnership (BRP) is a one-to-one intervention led by teaching assistants. Fischer Family Trust Wave 3 (FFTW3) targets individual pupils who do not have the skills to access a group intervention and in this school, is led by a trained teacher, focusing on Year 2 pupils.

The Reading Recovery teacher **taught eight** children in 2011-12, of whom **seven made accelerated progress** and left the programme at age-related levels.

One child was referred for further support after leaving the programme slightly below expected levels with a reading age of **six years four months**.

All of these children have continued to **maintain their gains** and their class teachers have noted their increased confidence, self-esteem and active approach to learning.

The Reading Recovery teacher leader based in the school also taught **four children**.

Despite the challenging circumstances for many pupils, the school's Ofsted Inspection (July 2012) reported that: "there has been a steady trend of improvement over time and standards of attainment at the end of Year 2 are now average.

"Disabled pupils and those with Special Educational Needs attained higher standards than their peers in national assessments in 2011.

"The excellent one-to-one support that pupils receive is enabling them to become **confident readers** with a developing **passion for reading**".

Table 1: Literacy intervention outcomes, 2011-2012

Programme	Number of pupils served	Pupils by the year group		Gender		Mean gain in reading age (months)	Pupils referred for further support
		Year 1	Year 2	Male	Female		
Reading Recovery	12	8	4	7	5	21.0	1 referred to SENCO
BRP	28	22	6	15	13	15.7	1 referred for FFTW3
FFTW3	15	4	11	10	5	13.2	3 referred for BRP

Case study: Innovative practice to sustain the gains made through literacy intervention

Leighton Primary School, Cheshire, has been involved with Reading Recovery for many years and it is at the heart of everything that it does. The practices and principles of ECaR are embedded at every layer.

From the moment a child starts school, they begin their journey to becoming a successful reader. The nursery manager, Kim, divides her time between teaching in Reading Recovery and working with the youngest children as they begin.

She is passionate about developing the children's speech, their knowledge of books and texts and creating endless opportunities to explore mark making.

Speech, Language and Communication difficulties are identified early and supported with a range of interventions. The school employs a Speech and Language therapist to oversee the work.

A range of leaflets have been designed to provide information for parents on how to talk with your child and by the end of Reception, all the children have been screened using elements of the Observation Survey to identify any challenges.

As the children come into the age-window, one of **four Reading Recovery teachers**, ensure that every child who needs a programme receives one.



Victoria Robertson, the SENCO and assistant head teacher manages ECaR throughout the school, teaching **four** children herself.

After successfully completing their series of Reading Recovery lessons the children continue to be carefully tracked and their progress monitored regularly.

As Victoria says: "the children are still vulnerable and we know that some may need a bit more support along the line".

An army of teaching assistants are ready to deliver a Better Reading Partnership programme or focused guided reading support, and Victoria uses Reading Recovery principles and practices to support readers in Key Stage 1 delivering guided reading in small groups.

Parents are supported too. The school has produced a range of literature that is available on topics such as how to read with your child and the importance of talk.

A course is open for parents to attend on how to read with children and support them and this is well attended. Over **100** parents have been trained and many of these return to help in school.

For many years now, the school has worked hard to support other schools in the community and is a key member of the Crewe Teaching School Partnership.

All new staff are expected to attend training in how to teach reading and writing and these courses are open to other teachers.

The head teacher, Glyn Turner, and Victoria often support other schools. From September 2012, as a new cohort of Reading Recovery teachers start their training, Leighton will become the ECaR centre for Cheshire East.

The impact speaks for itself. Rated 'Outstanding' by Ofsted for its last three inspections, Leighton has maintained Key Stage 2 English results of between **95% to 100%** for the last seven years. This is truly a school where every child is a reader.

Case study: Growth of professional learning about early literacy throughout the school

Alston Primary School is a three form entry school situated in area of significant economic and social deprivation in Birmingham where the **majority** of the children speak English as an Additional Language.

With pupils coming in with very low levels of literacy, getting children to reach their age-related expectations in reading presented quite a challenge. Due to the new head teacher's commitment and belief in Reading Recovery, the school now has **two Reading Recovery teachers**.

The lead Reading Recovery teacher, Sybil Stewart, decided to put in place systematic assessment for every child in Key Stage 1. This was used to group children and set targets.

She has supported and provided training for teaching assistants and teachers in administering running records and with Guided Reading.

All staff are now using running records and the PM Bench Mark Kit¹ for every child, to ensure that text is matched appropriately.

Teachers and teaching assistants can now see the **benefits of the professional development** and feel ownership of the whole school approach.

¹ Nelson Thornes, publisher

Teaching assistants are now able to provide additional effective support both in the classroom and with targeted interventions.

The expertise of the lead Reading Recovery teacher has had a very positive impact on the school. She works very closely with the SENCO and the head teacher. The head teacher ensures that data collected is used **effectively** to identify children for interventions and track their subsequent progress.

The lead Reading Recovery teacher is responsible for monitoring and assessing the **impact of the professional development** and the targeted interventions in order to measure the impact this has had on pupil progress. Alston Primary School data illustrates that pupils are making **significant progress** as a result of the support and strategies implemented.

“What is clear is that the reading interventions put in place by the lead Reading Recovery teacher as part of ECaR have been extremely effective. She has set up robust structures and systems throughout the school to improve standards of reading and to ensure that no child slips through the net,” said Mrs Preston, head teacher.

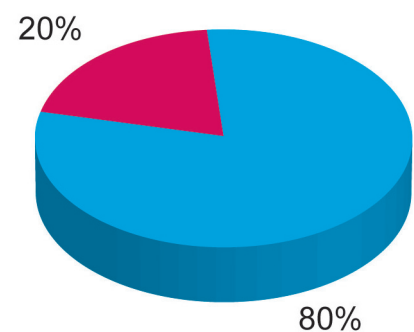
“As a result, the school's overall Key Stage 1 reading results have been the best they have ever been.”

The school is striving continuously to engage parents and guardians. Support, advice and training have been provided by the Reading Recovery teacher for parents and other volunteers about ways to help their own children and the school with reading and the use of phonics.

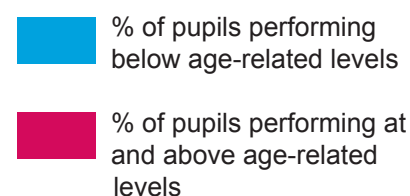
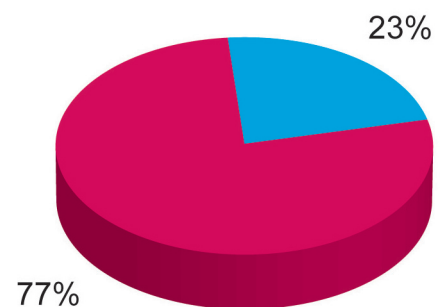
Alston Primary School is a school which is “**oozing**” with reading and is a place where all stakeholders are contributing to the great achievement of its pupils.

Progress made by Year 2 pupils from September 2011 to April 2012 in reading

September 2011



April 2012



Case study: Effective working with parents, carers and guardians to support literacy in the school

Foxes Piece School, Buckinghamshire, is a smaller than average primary school, but has a high percentage of pupils with identified SEN (35%) and a **higher than average** number of pupils with a Statement. The large **majority** of pupils being White British, and about **25%** of pupils are from minority ethnic backgrounds.

Though the proportion of pupils known to be eligible for free school meals is **average** more parents are declaring their eligibility since hot meals availability was recently introduced.

Reading has previously been identified as needing improvement and since the school began its involvement with Reading Recovery, **our vision** has been that all staff will teach and support the development of reading in the same way to ensure both continuity and progression.

Led by an extremely enthusiastic Reading Recovery teacher, we have ensured that INSET days have been utilised to provide training for all teaching staff and learning support assistants. We have also provided training for all our volunteers, parents of target children and governors.

Ofsted Inspection (January 2012) reported: "Much professional development work has been undertaken by teachers to improve their teaching, specifically to



accelerate pupils' progress in reading and writing, which has been successful."

To foster greater enjoyment of reading, we have completely refurbished the Foundation Stage and Key Stage 1 library, seeking funding from the Parents Association who have actively raised money for this purpose. Alongside this we have fostered a greater link with the local library and encouraged parents to accompany classes.

We have also held second hand book sales for both parents and pupils and organised themed reading focus days when community readers shared their favourite books. We have worked hard to create a whole school culture where reading is valued and **we inspire every child to be a reader.**

Ofsted Inspection (January 2012) stated: "Staff have excellent relationships with parents and carers and have provided useful workshops and advice in order to help them support their children at home, particularly with reading."

We have organised information evenings for all parents where staff have

provided interactive activities on particular elements of reading. Parents have been encouraged to support their children more effectively at home by being provided with workshops and more in-depth training at a time most convenient to them.

Encouraging parents to support their children has been difficult in the past, but this has been very well received and sessions have been well attended.

Ofsted Inspection (January 2012) stated: "All staff are highly committed to helping the pupils to achieve the best that they can." "Pupils' reading skills have accelerated... because of the good teaching of linking sounds and letters (phonics), guided reading and the carefully targeted use of interventions with those who require additional support to accelerate their reading".

Those pupils making expected progress in reading have increased from **76%** (2010) to **81%** (2011) across the whole school with the most progress being made by boys at the end of Key Stage 1 (**75%** to **82%**) and girls at the end of Key Stage 2 (**76%** to **84%**).

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