

Every Child a Reader and Reading Recovery at Abbey Hill Primary School

Reading Recovery:

- is a personalized, teacher led, literacy intervention for children in Key Stage 1 who are struggling to learn to read and write.
- is aimed at the lowest achieving children in year 1 and 2. These children are usually unable to read the simplest of books and often unable to write their own name.
- is a short term intervention (usually between 15 and 20 weeks)
- children receive daily lessons, by a trained Reading Recovery teacher, on a one-to-one basis so that teaching can be tailored to individual children's needs.

The aim of Reading Recovery is that children 'catch-up' with their peers and reach age related levels in reading and writing by the end of their series of lessons.

At Abbey Hill after Reading Recovery,
89% of the children supported are able to read
and write at an age appropriate level.

Most children go from this,
level 1 text...

I am a cat.



to this, level 16 text...

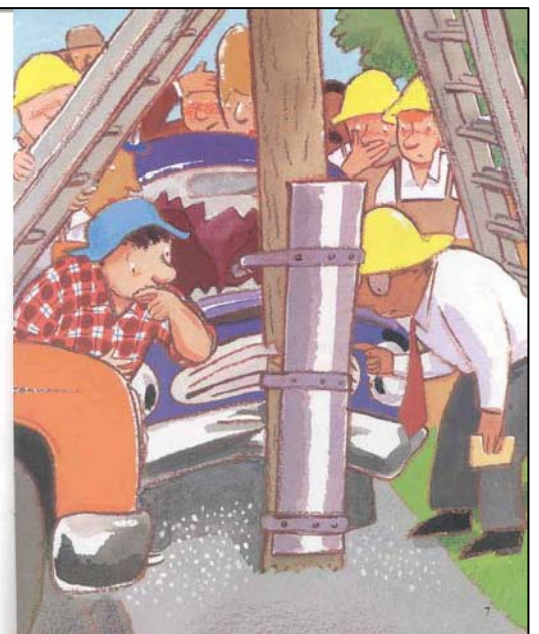
In just weeks!

This is more progress
than most children make
in a whole year.

Toby stopped, and BJ jumped down
to have a look at the car.
"Mm-mm," said BJ.
"The car must have been
going very fast.
The pole is cracked
and it could fall over."

"The power has been turned off,"
said the policewoman.

"I don't like the look of this job,
Toby," said BJ,
as he got back into the tow truck.
"That pole could move
when we pull the car away."



The wider impact of ECaR

The benefits of Abbey Hill becoming an Every Child a Reader school, have reached more than just the children who receive Reading Recovery lessons

Staff training

- all teachers and teaching assistants have been actively encouraged to observe a Reading Recovery lesson and discuss the good practice they have seen
- teachers and teaching assistants have had significant training on how to teach reading, including a full INSET day lead by the Reading Recovery teacher
- teachers, teaching assistants and volunteers have been trained on 'how to teach reading at Abbey Hill' and individual record sheets have been introduced to support the praise and prompt teaching sequence. This has facilitated a shift from hearing readers to teaching reading
- there has been an increased expectation in how frequently teachers are reading with children, and all children now read to the class teacher at least once a week
- three teaching assistants have been trained in 'Switch-on' by the Reading Recovery teacher, so that a reading intervention based on the principles of Reading Recovery is being delivered by TA's for children struggling with their reading in Key Stage 2
- phonics development work has been undertaken to ensure there is a coherent and systematic approach to phonics teaching across school. This includes development of assessment and tracking systems, observation of phonics teaching throughout school, sharing of good practice in phonics teaching. Staff have been put into groups for peer observations

Monitoring progress

- staff have been trained on how to make a more accurate assessment of reading through the use of running records
- reading interventions are closely monitored and progress is reported regularly
- more rigorous tracking systems have been developed which track the Book Bands children are reading and this has helped teachers quickly identify, any children who are not making good progress
- regular discussions are held between the class teacher and the Reading Recovery teacher regarding extra support required for any children not making at least good levels of progress.

Other developments

- book corners have been created in each classroom to help promote a culture of reading for pleasure. Appropriate and engaging books were selected for each class to ensure appropriate interest and level of text.
- a significant number of new reading books have been purchased for home reading. These new reading books are far more appealing than the old outdated ones and children are much more enthusiastic about reading them.
- KS2 children have been trained on how to be Reading Buddies
- Drop Everything And Read (DEAR) was introduced across school
- parent workshops have been run for Key Stage 1 parents, in an attempt to support parents help their children with reading at home.



Reading Buddies in action!

The impact of ECaR and Reading Recovery on standards

Impact on KS1 results

Table 1 shows that the percentage of children achieving a level 2c or above in reading and writing at the end of Key Stage 1. 2010- 2011 was the first year that Abbey Hill became an ECaR school and although it must be acknowledged that cohorts vary enormously from year to year the dramatic increases from 2010 to 2012 can in part be attributed to ECaR.

Table 1 - End of KS1 outcomes of 2c and above (all children)

Reading			Writing		
2010	2011	2012	2010	2011	2012
53.8%	78.3%	94%	57.7%	82.6%	94%

Impact on closing the gap for Free School Meals

Table 2 illustrates the gap in attainment at the end of Key Stage 1, between children who receive free school meals and children who do not. In 2012, the gap has narrowed in reading by almost 30% from the 2010 figure and in writing by more than 20%. Once again, some of this narrowing of the gap can be attributed to the success of ECaR.

Table 2 - End of KS1 outcomes of 2c and above - Narrowing the Free School Meals gap

Group	Reading			Writing		
	2010	2011	2012	2010	2011	2012
Free School Meals	33.3%	75%	90.9%	41.7%	75%	90.9%
Non-Free School Meals	71.4%	85.7%	100%	71.4%	100%	100%
Gap	-38.1%	-10.7%	-9.1%	-29.8%	- 25%	-9.1%

Impact on Year 1 phonics check – in July 2012 72.4% of the Year 1 children passed the Government's phonic check compared to 58% nationally and 56% in Nottinghamshire.

Impact on OfSTED outcome

In November 2012 OfSTED commented that, "The teaching of reading is particularly good and young pupils benefit from outstanding one-to-one support.

Recent developments include:

- REW (Read Every Wednesday) in KS1 where parents are welcomed into classrooms before the bell goes to read with their children
- end of the day story sessions in all classes
- comics ordered for class book corners
- lunchtime story sessions every term
- Abbey Hill Book week - including whole school induction into the local library, an author visit, a reading at home reading competition and a book sale
- levelling of real books into Book Bands to widen reading choice
- pupil questionnaires - good evidence to suggest that a reading culture is starting to emerge with the majority of children enjoying reading and listening to stories. Evidence that reading strategies for problem solving unknown words is filtering through.
- literacy volunteers parent workshop run with our 'hard to reach' parents - reading focus on talking to your child and sharing books

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