

We would like to thank the Education and Home Affairs Scrutiny Panel for the opportunity for a submission on the actions within the Government Plan related to R.91/2019. Every Child Our Future is an educational charity and since 2016 has been focussed principally on literacy. Our activities have been designed to reduce the number of children in Jersey who enter secondary school below age-related standards. We work alongside schools and the Education Department to address early literacy difficulties in Key Stage 1 where research tells us the biggest impact can be achieved. A copy of our annual report (2017-18) is attached and points to the results of additional and more individually focussed support for struggling readers. A shorter headline report is also included.

We fully support the additional expenditure, specifically related to the Reading Recovery programme, and would encourage the Panel to support the request. Attached is a briefing previously prepared for States Members which lays out why we think expenditure on literacy specialists is critical and references independent studies into the return on investment such programmes achieve. Over the last 3 years, Every Child has demonstrated that the Reading Recovery programme is much needed, valued and effective.

In respect to the Terms of Reference outlined in your letter, we would like to comment on these and so expand on our view of the appropriateness of the proposed expenditure:

- *Whether funded projects meet the Ongoing Initiatives, Common Themes and, ultimately, Common Strategic Priorities?* We believe that the expenditure on Reading Recovery is totally consistent with the stated aims of the Government's Plan in that it contributes positively to addressing the challenges of academic attainment, disadvantage and fulfilling potential. We would go further and say that without programmes such as Reading Recovery and other literacy interventions, the chance of Jersey achieving the various commitments made in the 2018-22 Strategic Policy is greatly reduced. Good literacy levels underpin many of the specific stated objectives for children. Poor literacy is a prevalent factor in low academic attainment. There is a strong correlation between poor literacy and low income. In the case of children identified in the lowest attaining literacy group, Reading Recovery is the difference between catching up with peers and performing to their potential in future GCSEs (as the Education department can evidence on past recipients) or giving 6 to 7 year olds a 1-2% chance of 5 decent GCSE exam results.

- *Ensuring that the projects and amendments to be lodged are consistent with the requirements of the Public Finances (Jersey) Law 2019.* No comment

- *The level of resourcing, of all forms, allocated to projects and whether this is sufficient or excessive in enabling the project to meet its stated aims.* Every Child has not seen the details of the proposed expenditure and cannot therefore comment precisely on its intended use. It is, however, our assumption that the proposal would allow the Education Department to significantly bolster local capacity and expertise. The funds, in our view, could support either the deployment of 3 full time professionals or the training and development of a cohort of additional teachers. Every Child will continue to raise funds for additional Reading Recovery support so increasing the number of children supported.

When Every Child began to support Reading Recovery in 2016, 17% of the children in Year 1 and Year 2 in the four pilot schools were identified as in the lowest attaining group. We were unable to provide support to all these children then and even with an increase in our specialist teachers, we are unable to support all now.

Every Child has long advocated the creation of a central Literacy Centre with the expertise to support schools across the island. The current literacy needs are not confined to those children

requiring Reading Recovery. Some 15% of children currently go into secondary school with reading skills rated as “emerging” and this figure is 20% in some town schools. The resourcing proposed is welcomed but in Every Child’s view, the Department should look to build out from this in future.

- *If project resource allocation is appropriate in relation to overall departmental budgets.* Every Child would argue that the pressing need for greater investment in literacy should sit within greater investment in education altogether.

- *Whether funded projects align with Departmental objectives?* All Every Child’s interactions with the Education Department over the last three years would suggest that improvement in literacy either through the Reading Recovery programme or other literacy interventions is a key goal. In addition, because children from less advantaged backgrounds are more likely to have poor reading and writing skills, literacy initiatives are central to the success of the Jersey Pupil Premium scheme.

- *Whether or not there are clear lines of accountability for each project?* Accountability for the delivery of Reading Recovery lies with the Education Department. Every Child will continue to be a partner in the provision of funding and support but in order to satisfy our funders, we would expect to see continued energy and rigour applied to improving the impact on children alongside clear commitments from the States of Jersey to assume full responsibility for the funding required over the longer term.

- *The ongoing sustainability of projects.* Every Child does not view the provision of tailored individual specialist support for children with poor literacy skills as a project. It should be an accepted element of Jersey’s education offering. The numbers of children facing difficulties will vary every year while initiatives to put in place even earlier interventions in pre-school, nursery and reception should create a trend of lower numbers of children requiring Reading Recovery at age 6 to 7.

That said, it is highly likely that there will always be some children who fall into this category of need and “timely access to specialist support” should, as the Government Plan says, be an expectation. The two biggest risks, therefore, to Jersey’s ability to meet this pledge are insufficient funding and the availability of skilled manpower. Training up a younger cohort of specialists and structuring career plans that ensure the continued application of those skills, once gained, are essential factors.

As to the sustainability of the impact of Reading Recovery itself, it is recognised internationally as an intervention that brings children up to age-related standards and keeps them there.

To summarise, Every Child endorses the proposal for expenditure on Reading Recovery. Few interventions can deliver the results it does; few quite literally transform the chances of a child.

Gillian Arthur

Director, Every Child Our Future.



## Putting Children First

Every Child Our Future welcomes the overall priority of the 2018-22 Common Strategic Policy, “**to put children first**” and shares the belief that Jersey can become the best place for children to grow up. There are many references in the Policy to what this overall objective means and what is entailed in delivering for Jersey’s children. We have set some of these out below:

- giving ALL children an equal opportunity to fulfil their potential
- addressing the key factors that can give rise to children’s immediate and lifelong experiences of inequality
- achieving equity and fairness for children through equal life chances
- recognising the critical importance of children’s experiences in the first few years of their lives – understanding that this lays the foundation for their future development and can be predictive of future outcomes
- working to address the underlying causes that contribute to the known gaps in learning and development
- bringing forward approaches that address the barriers that hold some children back throughout their childhood

- achieving the aspiration of equity and fairness for the most vulnerable children
- developing and working to a common approach to early help – this ethos informing the delivery of all services for children including learning
- ensuring timely access to specialist support
- working collaboratively with voluntary organisations to meet the needs of children
- working to narrow education attainment gaps
- making Jersey the very best place for children to grow up by giving them the best start in life so they can go on to fulfil their potential

In order to bring about the changes required to achieve these widely-shared aspirations, early support for literacy is vital.



## Why Literacy Matters

Most children pick up the fundamental skills of reading and writing without any difficulties but for those children who do not, their future life chances are severely impaired. In short, these children do not have the basic skills to grow up and lead successful lives, contrary to the fundamental aims of the Strategic Policy.

Research shows that children who do not have the basic pillars of literacy by the end of primary school are **at risk** of:

- disengaging from school,
- playing truant,
- failing to achieve 5 good GCSEs,
- ending up in a low-paid job, if a job at all,
- suffering poorer physical and mental health
- becoming involved with crime



Research also shows that twice as many children from disadvantaged backgrounds are poor readers than children from more affluent backgrounds. By the time these children start school, they are up to a year behind the development levels of their classmates and by the time they leave compulsory schooling, they are on average two and a half years behind.

In addition to the curtailed opportunities of each poor reader, the costs to society are substantial. In the UK, it is estimated to cost £81 billion a year in lost earnings and increased welfare spending.

“Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult.”

National Literacy Trust

## Situation in Jersey

Many children struggle to read at the required level and some 18% leave non fee paying primary school without having sufficiently demonstrated an adequate grasp of this basic skill. In town schools, the number is higher but in the fee-paying schools, all children meet the level required.

“We will reduce education attainment gaps”

Common Strategic Policy 2018-20

Some among this 18%<sup>1</sup> of children will be tracking just below where they need to be but for those in the lowest attaining group, the challenges of the text-based secondary school curriculum will almost certainly prove overwhelming. Additionally, it is harder for the secondary schools to provide individualised support.

Improvements have been made and Jersey is making inroads into the gap. Schools work hard but with limited resource. Despite efforts to close the gap between disadvantaged pupils and their classmates, the pace of change is not fast enough and, in the UK, yet another three generations will miss out on equality of opportunity before equality is reached.

The statistics are made up of individual children, each with their own set of circumstances and difficulties.

“We will put children first by protecting and supporting children, by improving their educational outcomes and by involving and engaging children in decisions that affect their everyday lives.”

Proposed Common Strategic Policy  
2018-20

<sup>1</sup> Last available school data. New system still bedding in but shows only 55% are secure readers at Year 6

We would like to introduce you to **Alfie** who shares his situation with many other local children. He is currently 7 years old and is 9 months behind the age-related standard.

Children progress at different rates but if his needs are unaddressed, the gap between him and his peers will widen. He is one of 10% of the island's 6-7 years old in this group and one of the 15% -20% in his catchment area..

Alfie lives in a low-income household and both parents work shifts. His parents are not fluent readers themselves and did not do very well academically. The proportion of struggling readers is much higher in this demographic group than among those from a more affluent background. We know that the research tells us that helping Alfie now is imperative. 80% of the difference in GCSE results between rich and poor children has already been determined by age 7.<sup>2</sup>

Alfie's school has recognised his issue and are using some of the Jersey Premium funds received to get him some additional support from a Teaching Assistant. The school, however, has no other literacy specialist on its staff and currently no access to an expert practitioner able to work with Alfie intensively to bring him back up to the level of his classmates.

### **Alfie's future**

Alfie's future life chances hang in the balance as we know that, according to one report<sup>3</sup>, the years between 4 and 8 "represent the last critical window of opportunity in which change is possible". Alfie could go the route of disengagement, truancy, negligible academic achievement, a low-paid job, poor health and possible involvement with the criminal justice system. He could join the 5.1 million UK adults who are functionally illiterate, meaning his reading never reaches or progresses beyond that expected of an 11 year old.

**Or not.** Tried and tested ways exist to ensure that Alfie's future runs a different course. Jersey knows what intervention is required. With the right one-on-one support, his chances of decent GCSEs are doubled<sup>4</sup>

By the time of the next elections in 4 years' time, Alfie will be on the cusp of his secondary school career. Would you like to help Alfie and in four year's receive the following letter from him?

Dear Deputy/Senator/Connetable,

I am writing to tell you about how much I love reading and the reason why.

When I started at Primary School, I enjoyed it at first but then it started to get harder. I found reading difficult and became worried when my friends moved on while I was stuck for a long time at the same, low reading level. I was even finding other subjects hard as there was always reading involved, even in maths!

This all changed in Year 2 when a Reading Recovery teacher joined our school. I had an individual lesson every day for about 14 weeks. Within a couple of weeks I began to feel more confident and soon moved up the reading groups in the class. Writing also became easier and I started to enjoy my learning so much more. When I finished Reading Recovery I was reading harder books than some of my friends and even completed the Library Reading Challenge.

My parents were amazed by my progress, especially when my teacher told them that my reading age had gone up by 15 months!

As I am now coming to the end of Year 6, I am a little bit nervous about going to Secondary School but NOT about the reading and writing in lessons. My Mum says that now I'm a good reader I won't have any worries when doing my GCSEs. I really think I got the help at the right time before it became too hard for me to catch up. It would be great if all the children that need it could get help through Reading Recovery. Then like me, they can learn to love books and feel confident in all their learning.

Yours sincerely,

Alfie

<sup>2</sup> Too Young to Fail: Giving all children a fair start in life, Save the Children 2013

<sup>3</sup> Books Beyond Bedtime Report, Oxford University Press, 2013

<sup>4</sup> The impact of Reading Recovery Ten Years after intervention Hurry and Fridkin UCL 2018



# What's Needed

If we are to help Alfie

- and all the other children who struggle to read to catch up and to do well academically
- and all other children from more disadvantaged households to have the same opportunities as those in our fee-paying sector
- and all the other children who, without mastering the basics of literacy, will not be prepared for a productive life in the workplace, failing to offer employers the skills and behaviours they demand
- and all other children who are in that critical but short window when most can be done to ensure the opportunities for the future are on the right trajectory

If you are to meet the pledges and objectives of the Common Strategic Policy

- to provide all children with the essential skills to grow up and lead successful lives
- to ensure that children and young people get the support they need when they need it, to prevent risk and issues from escalating
- to narrow the educational attainment gap
- to create a society where everyone has opportunities
- to deliver a skilled local workforce for the future

then, we call for:

- the adoption of an additional objective that within this term of government, no child will leave primary school below the expected reading level for their age
- the provision of funding to the Education Department and the schools to deliver on this without short-changing other existing educational initiatives.

As part of the response, we recommend:

- Creation of a Jersey Literacy centre – each school should have access to a central resource within the Education Department, staffed with specialist practitioners who can work with children across the school sector, especially but not exclusively with children in the lowest attaining groups and with a major but not sole focus on primary school children. Schools should also be able and encouraged to look for advice and guidance from expert practitioners on their own literacy approach and performance in order to bring every child to an assured level of competence. Other countries



such as Ireland and Malta use this central resource model.

- Training next generation of specialist teachers – Jersey has the trainer and the infrastructure for the Reading Recovery programme which is an internationally recognised intervention for the lowest attaining children. Currently there are only four active trained teachers. There is interest, however, from teachers to become accredited and so enhance their own professional development. The costs are not viable within the constraint of any single school budget. To train 5 teachers costs £100,000. Guernsey has a Reading Recovery teacher in 12 schools.

- Full funding - The costs of resourcing literacy programmes are not insubstantial: to be able to provide Reading Recovery to 100 children a year would need an estimated 6-8 teachers with a salary cost of £300,000 to £400,000 a year. There is also support needed in secondary schools for those children who continue to enter Year 7 with reading skills below the expected level. These children are at risk of becoming school drop-outs and of low academic attainment. These costs, however, have to be weighed up against the costs to society of the continued entrenchment of academic disadvantage. A

KPMG study<sup>5</sup> into the long-term costs of poor literacy shows there is a pay-back for investment, estimating that for every £1 spent on a range of early intervention literacy programmes, there is a return of £11- £17. An additional more recent study<sup>6</sup> into the specific impact of the Reading Recovery programme targeted at the lowest attaining 6 and 7 year olds puts the payback at £4.10. This is because in both cases the research clearly indicates that early action prevents costly later interventions.

We will ensure that sufficient funding is available to be effective Pledge to Children and Young People in Jersey  
September 2018

## About Every Child Our Future

Every Child is a local education charity whose aim is to provide the opportunities that allow all Jersey children to fulfil their potential, regardless of background. Founded in 2016, Its initial focus is on improving literacy levels in primary school, especially at KS1. It provides support to the lowest attaining children with expert individual and daily support from 3 full-time Reading Recovery teachers who work across 6 town schools. As a result of this intervention, 98% of the children catch up with their peers. For those children who are just behind where they need to be, the charity uses volunteers to give one-on-one assistance and encouragement which can increase the child's rate of progress by 100%. There are over 500 volunteers in 16 nonfee paying primary schools.



<sup>5</sup>Long term costs of literacy difficulties 2<sup>nd</sup> edition  
Every Child a Chance Trust, KPMG.

<sup>6</sup> Assessing the impact of the Reading Recovery  
Programme Pro Bono Economics 2018

# Every Child Our Future

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**540** volunteer readers and growing...



**350** corporate volunteers

**50** student volunteers

**140** community volunteers



**16** schools supported:

Janvrin, Springfield, Grands Vaux, Samares, D'Auvergne, Plat Douet, St Luke's, St Saviour's, Grouville, La Moye, Mont Nicolle, Bel Royal, First Tower, St. Peter's, Rouge Bouillon and St. Clement's



**530** children supported:

**475** by reading volunteers, **56** intensively supported by specialist Reading Recovery Teachers





# 2017/18 Impact

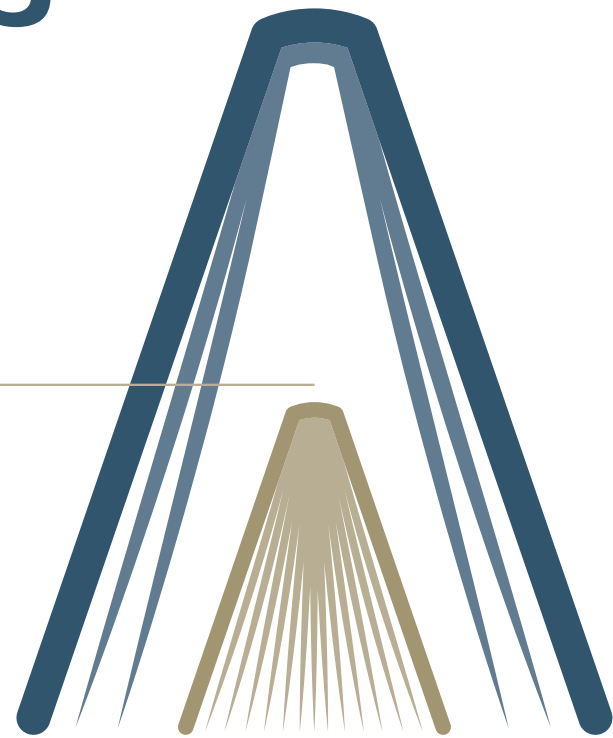
## Reading Volunteer Programme

Average annual rate of progress of supported children

**13.5**

Expected annual rate of progress without support

**6**



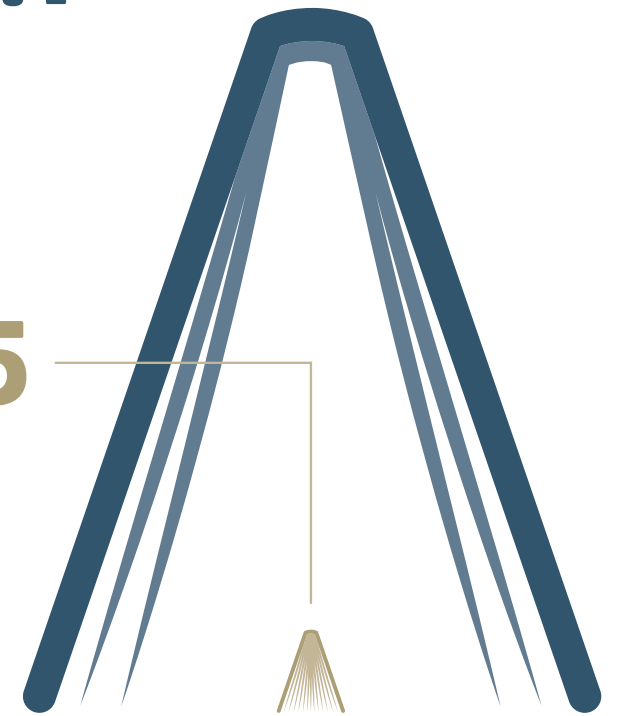
## Reading Recovery Programme

Average progress of supported children

**13.1**

Expected progress without support

**1.5**



# What everyone is saying saying

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## Children

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“I love reading when my lady comes in. It has helped me read much, much better.”

“I feel a lot more confident to read in front of my class now, I hated doing it before.”

## Parents

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“You have tapped into something that I couldn't. His confidence has had a tremendous boost... I love hearing him read with expression.”

“Reading is so much less of a struggle at home, we both enjoy it now.”





# What everyone is saying

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## Teachers

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**“ECOF has supported our reading brilliantly this year.”**

**“The contribution the ECOF volunteers made to the children’s learning is invaluable.”**

**“The volunteers have made such a big impact.”**

## Vounteers

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**“I am really enjoying reading with the children and seeing the progress they make.”**

**“It is a very special time of my calendar week which I very much look forward to.”**

**“I just love reading with the children.”**



# A big thank you to all our volunteers and supporters



## Supporters





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### Background

Every Child Our Future (ECOF) is a registered charity, which is working in partnership with the department for Children, Young People, Education and Skills (CYPES) to provide extra literacy support to primary school children. The charity's literacy programme was launched in September 2016 and this paper details the impact of ECOF support in 16 Jersey primary schools in the second year of implementation.

There were two elements to ECOF for the academic year 2017/18:

- Reading Volunteers
- Reading Recovery

This year a total of 16 schools have had access to the volunteer programme and 6 schools have been supported by 3 full-time Reading Recovery teachers.

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### Reading Volunteers

Twilight training sessions for volunteers were held on a monthly basis throughout the academic year. The training included a section delivered by the head teacher on safeguarding and school procedures and a practical training session on supporting young children with reading, delivered by the English Adviser and the Reading Recovery teachers. A retired head teacher, Caryn Stone, also provided training for 43 students. In total, 338 volunteers from the corporate world and wider community were trained last year and have provided one to one support for pupils from Year 1 to Year 6. All volunteers have a DBS certificate which is organised and funded by ECOF.

Two follow-up sessions for trained volunteers have also been provided. These, alongside ongoing feedback and support from the ECOF team, have helped to address any issues that have arisen throughout the year.

In addition, a pilot programme for support for Year 7 pupils in a Secondary School has been introduced. A small number of Year 12 students have been trained by the English Adviser to support these younger pupils with reading. This pilot will be developed further in the next academic year.



Pupils have been selected for volunteer support for a number of varied reasons including the following; little or no support at home, lacking in self-confidence, beginning to fall behind peers, English spoken as an additional language and those in need of reinforcement or extra practice.

## **Reading Recovery**

Reading Recovery is an early intervention reading and writing programme designed for the lowest attaining pupils in Year 1 and Year 2. It is delivered by a specialist teacher who works for 30 minutes a day on a one-to-one basis. The aim is for the child to reach the average level of the class in 12 to 20 weeks, often from the starting point of a non-reader.



ECOF have funded two Reading Recovery teachers, Angela Le Cras and Jo Ahier, to work in four pilot schools this year. CYPES have funded a further Reading Recovery teacher, Suzanne Burke, to ensure that more schools and pupils have the opportunity to access this very successful programme. As well as implementing the intervention, the teachers have also worked with parents, supported school staff and volunteer training and liaised closely with key teachers such as the English Subject Leader and Special Educational Needs Coordinator in the schools.

The premise of developing effective reading skills is of course quality teaching and learning in the classroom and this will always be a key objective for our schools. However, for those pupils who are finding reading difficult for whatever reason, the extension of the ECOF programme to more schools and more pupils has had a significantly positive impact on the literacy levels in those schools. The partnership between ECOF, CYPES and our schools has gone from strength to strength and we look forward to continued expansion and development of the programme in 2018/19.



## Impact of ECOF in the second year of implementation, including quantitative and qualitative measures

### Volunteer readers

#### Quantitative data

#### Gains in Benchmark book level by Year Group

Table 1

	Number of pupils supported in 2017/18	Average gain in Benchmark book level for those supported	Number of pupils making significant gains (9 or more Benchmark levels over the academic year)
Total number of pupils	477	6.8	140
Year 1	196	13.4	73
Year 2	153	7.2	56
Year 3	63	5.7	9
Year 4	39	3.1	2
Year 5	12	3.8	0
Year 6	14	2.5	0

- Data was collected on 477 pupils from Year 1 to Year 6
- The 477 pupils had varying levels of support from 1 term to 3 terms. Table 2 on the following page provides a breakdown of Benchmark gain for each level of support
- The majority of pupils were in Year 1 and 2 and these pupils made the most significant gains, suggesting that in this instance early intervention has more impact. However, it should be noted that pupils in Years 3-6 generally tend to move through the levels at a slower rate as the texts become longer and more complex

#### Gains in Benchmark book level by level of support

Table 2

Level of support	Number of pupils	Previous expected Benchmark level progress for pupils identified for volunteer support	Actual average Benchmark level progress for all year groups	Number of pupils making highly significant gains (9 or more Benchmark levels over the academic year)	% of pupils making highly significant progress
Low support (1 term, 1 or 2 sessions a week)	208	1 term 2 levels	5.8	43	21%
Medium support (1 or 2 terms, 2 or 3 sessions a week)	223	2 terms 4 levels	7.1	71	32%
High support (3 terms, 2 or 3 times a week)	48	3 terms 6 levels	9.4	26	53%

- On average, pupils who are making appropriate progress and therefore not receiving extra support will normally make approximately 2.5 Benchmark levels of progress in a term, equating to 7.5 levels a year. However, pupils selected for volunteer support are more likely to have previously been making approximately 2 Benchmark levels of progress a term, equating to 6 levels a year
- The data shows that the average Benchmark book level gain exceeded expected gain for all levels of support
- High levels of support were often targeted at pupils who had low Benchmark attainment and although the numbers of pupils are smaller the gains are substantial for this group
- High levels of support seem particularly beneficial in Year 1 (60% of the children in Year 1 who had high levels of support made more than 9 levels of progress)
- As in the previous year, head teachers commented on the additional benefits of the programme in terms of the pupils' increased self-esteem, confidence and communication skills.

**Qualitative data**

The English Adviser and schools sought feedback from a range of stakeholders. The following represents a small sample of comments received from different schools.

**Pupils**

*"I love reading when my lady comes in. It has helped me read much, much better"*

*"I think it has helped me as I am now more fluent with my reading. She is really fun and helpful"*

*"It has really helped with my English by saying the words correctly and learning what they mean"*

*"I like reading to the lady with the yellow hair, she says I do a good job" - Year 1 pupil*

*"We read funny books together and he helps me when I get a word wrong" - Year 2 pupil*

*"I find reading tricky but not as much as I used to"- Year 3 pupil*

*"I feel a lot more confident to read in front of my friends now in class, I hated doing it before"- Year 4 pupil*

*"I like that I am able to read chapter books now, and I can read to myself in bed"- Year 5 pupil*



**Parents**

*"I am very pleased that my child could participate in this programme. His progress from the beginning of the year is very good. He is now reading gladly alone, and at a faster pace with both longer and shorter words. If he is reading a book with illustrations he understands what he is reading. I am very impressed".*

*"So nice to see the change in my daughters reading over the year, this was something she really struggled with in December" - Year 1 parent*

*"Reading is so much less of a struggle at home now, we both enjoy it now"- Year 2 parent*

*"Watching my eldest start reading to her baby brother is a joy to watch" - Year 3 parent*

*"My son has always been able to read words but has struggled to understand the text, we have definitely seen this change over the last year"- Year 4 parent*

*"He is more willing to read at home and enjoys being read too which admittedly is something I stopped doing"- Year 5 parent*

#### Volunteers

*"I am really enjoying reading with the children and seeing the progress they make. It is really rewarding to be contributing to this very worthwhile cause. So far, I have read with 10 children who have all been delightful, polite and friendly, and I am looking forward to continuing next year".*

*"It is a very special time of my calendar week which I very much look forward to. What can be better than spending an hour with fantastic children watching them improve their reading and getting to know them and their little characters. Each and every one makes me smile as they open their brains whilst reading and as I watch them enjoy expressing themselves through their reading. Such an amazing privilege we have been given to be able to do this!"*

*"I just love reading with the children! I have seen the progress they have made over the time I have worked with them and it makes it so worthwhile".*



#### Teachers

*"ECOF has supported our reading brilliantly this year. Many of the volunteers have been passionate and thoughtful, bringing their own stickers and reading materials to share with the children. The volunteers have been flexible with their time (e.g. with regards to visits and transition days etc.) and have provided useful feedback about the children's reading during their sessions".*

*"Having ECOF readers spend time sharing books with Year 2 has been a great asset. The children have been building their confidence in reading aloud, so reading to as many people as possible is always going to be a plus".*

*"The children have shown a growing keenness to read over the year, they look forward to Thursday – it is good for them to have the same person, as the relationship encourages the children to be more willing to discuss the texts and ask and answer questions".*

*"Class teachers have welcomed the support and found the comments made by the volunteers very useful".*



### Head teachers/Senior Managers

*“The contribution the ECOF volunteers make to the children’s learning is invaluable. The children have made such significant progress in their reading that they are able to approach their work in all areas of the curriculum with renewed confidence”.*

*“Listening to the volunteers and how they interact with the children, it is clear the children enjoy their sessions enormously which is crucial for them if they are to develop a love of reading”.*

*“We welcome the work of ECOF and their volunteers and look forward to their continued support in the coming year”.*

*“The volunteers have made such a big impact. The children clearly enjoy the opportunity to share their developing reading skills but it is more than that as it is exposure to people from within our community. This is so important for our children, they need to know they are part of more than just the school community, we go beyond the bricks and mortar of the school”.*

*“The impact on reading progress is clear to see from our data, even where the numbers haven’t moved, the children’s confidence in their skill base has improved”.*

*“I appreciate all the hard work the volunteers put in and would like to say a big thank you”.*

*“I would also like to thank my ECOF co-ordinator as she does an amazing job and without her the system wouldn’t run as smoothly as it does. She tries to keep everyone up to speed, ensure everyone has all that they need and leads the school in demonstrating how valuable we find the volunteer input”.*

*“It has been really great for our pupils to have this time with the ECOF volunteers. The children look forward to reading with them and love working towards filling their chart of stickers. Most of our pupils have also had BR@P intervention then ECOF after to ensure that they continue to be heard reading as often as possible and to help maintain the reading standards”.*



### Reading Recovery

#### Quantitative data

Progress of pupils who were successfully discontinued and are working within the age related expectations for Year 2

Table 3

Programme	Number of pupils	Pupils who made accelerated progress (Successfully Discontinued)	Length of programme (weeks)	*Previous expected Benchmark level progress for selected pupils prior to Reading Recovery	Actual Average gain in Benchmark level at the end of the programme	Average gain in months of Word Reading Age at the end of the programme	**Number of pupils making significant gains
Full Reading Recovery programme	34	26	12-20	1 level per term	13.1 Range 7-16	10.0 Range 6-24	23
***Top up reading programme	22	22	3-12	1 level per term	9.0 Range 4-12	4.5 Range 0-9	22
Total	56	48	3-20	1 level per term	11.05 Range 4-16	7.25 Range 0-24	45

\* On average, pupils who are making expected progress and therefore not receiving extra support will normally make approximately 2.5 Benchmark levels of progress in a term, equating to 7.5 levels a year. However, pupils selected for Reading Recovery support are more likely to have previously been making approximately 1 Benchmark level of progress a term, equating to 3 levels a year.

\*\*For Reading Recovery purposes significant gains are measured by the number of pupils who have achieved more than 12 Benchmark levels or made 12+ months progress in the BAS word reading test. In the top up programme this is measured by pupils who have made more than 6 levels or 6+ months' progress on the word test. All pupils on the programme have been successfully discontinued from Reading Recovery and are working within the age-related standard.

\*\*\*These pupils were taken onto the programme in the last half term for a short time, as the teachers did not have a full 12-20 weeks available before the end of term. As a result, the figures are not representative of the usual Reading Recovery data so have been presented separately.

- The average gain in book level and word reading age indicates highly significant progress for pupils who have received Reading Recovery. Depending upon their age and starting point, those who received the full programme made between 6 months and 2 years progress in the time they were receiving the programme. This equates to between 2-4 times the normal rate of progress



- Those who received a shorter 'top-up' programme, although starting at higher levels also made significant gains in both Benchmark reading level and Word Reading age
- As a result of having a third Reading Recovery teacher the number of children who have received the programme this year has increased from 38 last year to 56 in 2017/18

**Pupils who made progress but had not reached the age related expectation  
for reading at the end of the programme**

Table 4

Programme	Total number of pupils	Pupils who made progress but not to age related expectation (Referred)	*Average gain in Benchmark level for Referred pupils	Average gain in months of Word reading age for Referred pupils	**Number of pupils making significant gains.
Full Reading Recovery programme	34	8	7.5 Range 1-11	5.6 Range 3-12	2
*Top up reading programme	22	N/A	N/A	N/A	N/A

- All pupils made some progress, with 2 making significant gains but not quite reaching the average range for their class
- Most pupils who did not reach the age related standard for reading at the end of the programme had varied, complex needs and began the programme with very limited literacy and communication skills
- As a result of working closely with these pupils the Reading Recovery teachers were able to advise the class teachers, provide recommendations and detailed notes and observations to ensure that ongoing support or referral to other agencies was undertaken.

#### Qualitative data

The following case studies and parental comment represents a small sample of the feedback received from different schools.

#### **Parental feedback – email**

*“Our son has changed dramatically since starting the Reading Recovery programme. I would never have believed that he could change so much in the months he has been working with you and for that I am extremely grateful and delighted! He used to approach his homework with a sense of dread. He was also very negative about his own abilities and often compared himself to his class peers. He is now so much more positive and often refers to himself as a “clever clogs”. He is able to confidently tackle the words he doesn’t know and work things out more effectively. He now likes to play with word puzzles knowing that he is able to complete the task at hand successfully.*

*I would confidently say that the positive changes are affecting his whole sense of self and not just his school work. His Dad and I have seen a real increase in his self-esteem, self-worth and confidence. He put himself forward for School Counsel, he has started to attend Street Dance which he initiated himself and is joining a sports club over half-term, none of which he would have done prior to starting the program. We have also seen a change in his friendships, where previously these were difficult he is now engaging better and is able to make new friendships more confidently. He is a happy little boy again and I cannot thank you enough for the work you have done with him and the way you have engaged with him building his confidence, self-esteem and helping him to believe in himself.*



*This is a wonderful programme and I am happy for you to use this feedback however you wish.”*

#### **Case Study - Pupil A**

At the start of the programme, Pupil A was reading at a L3. He found it difficult to automatically apply his letter/sound knowledge to words he was reading and relied on picture cues to determine what the text said. His letter formation was awkward and writing would take some time to complete.

Now reading at a L15, it is evident he sees himself as both a reader and a writer. Pupil A reads confidently with lilting intonation and expression. He uses a range of strategies to decode the text and is able to use the punctuation to help read with phrasing and fluency. Whilst reading, he self-monitors and self corrects; evidence that he is listening to how his reading sounds.

As a writer, Pupil A's confidence has grown. So much so that he has now become a 'risk taker,' willing to independently attempt trickier words and write creative and lengthier sentences. He now comes to the lesson with ideas that he wishes to write about and incorporates the rich, story-telling language he has accumulated from his reading within his written work.

The success that Pupil A has experienced has resulted in improved engagement and motivation. This success has not only been evident in his Reading Recovery lessons but has impacted on him as an individual. His parents are delighted with these positive changes, believing them to have increased his self-esteem and allowing him the opportunity to participate in activities he wouldn't normally consider.

#### Case study - Pupil B

Pupil B is a Year Two child who has English as an additional language and is aged 6 years 2 months. At the initial assessment she was able to read 11/23 words, recognised 26/54 letters and her reading age was recorded as 5 years 4 months. She had confused concepts about the difference between a word and a letter and was unable to match the spoken and written word. She was reading level 1 repetitive textbooks (whilst the expectation for her peer group was 15 levels higher at 16 for the start of the year.) Her parents were non-English speaking and consequently unable to support her reading at home.

The class teacher reported that she was a very quiet member of the class who lacked confidence and was easily over-awed when presented with work. She relied on working closely with a Teaching Assistant for support but always wanted to do her best and was keen to learn.

The first two weeks of the programme were spent building confidence and interest in books through reading lively, engaging, fun books, lift the flap/"touchy" books and working with the words that she could read and write so that she could do it speedily and automatically. Slowly her confidence in herself increased as she began to move through the reading levels and after 6 weeks on the programme, she had moved to reading level 8. She began to enjoy the challenge of reading and writing and would frequently ask, "Give me a tricky one, make it harder" during word and spelling work. She also seemed to appreciate the impact that becoming a reader was having saying "I like working with you ... I feel like I'm really learning."

After 16 weeks on the programme, her Reading Age had increased by 12 months. She recognised 54/54 letters, scored 23/23 on the word recognition test and was able to read level 18 books. She was able to join a reading group at the expected level in the classroom and read with fluency and expression. Her class teacher reported that she no longer struggled with classroom work, was actively keen to participate in discussions about books and was much more confident to tackle work independently.

Six months after finishing the programme, she has continued to progress at an age appropriate level and her reading age had increased to 6 years 10 months.

#### Case study - Pupil C

Pupil C is a Year 2 child with English as an Additional Language (EAL). This pupil is in a home where no English is spoken. At the start of the programme it was unclear whether she had other needs e.g. speech and language. This child was 6 years and 3 months and came onto the Reading Recovery programme at Level 5 in September 2017, which was considerably below her peers. After 13 weeks the pupil was successfully discontinued at Level 19. She was reading confidently and with expression. Her writing had also developed as she had increased in confidence, vocabulary and motivation. The daily conversations had enabled her to express herself more clearly and accurately. It had been noted that her spelling had improved markedly as each day she learned to spell a new word and was able to retain it. She also picked up on pattern and rhyme and was then able to transfer these skills.

Through careful selection of fiction and non-fiction texts by the teacher, the pupil was able to develop her general knowledge, vocabulary and interest in the world around her.

When the Reading Recovery teacher checked in with the class teacher three weeks after successful discontinuation the class teacher said " Her whole attitude is different , she'll 'have a go' in all subjects, maths too." The pupil has continued to make progress and she is now able to access the Year 2 curriculum fully with no concerns about speech and language.

### Summary

- A further 338 volunteers have been trained this academic year. This, in addition to last years' figure of 412 results in a total of 750 volunteers from companies, the community and post 16 providers.
- 16 schools have now accessed the volunteer programme with 477 pupils receiving support.
- The data shows that pupils make good progress in reading skills, particularly in Years 1 and 2.
- 56 pupils in 6 schools have been supported on the Reading Recovery programme
- The feedback from head teachers, parents, pupils and volunteers remains very positive and includes references to pupils' self-confidence, communication skills as well as enjoyment and progress in reading.



### Next steps

- We will continue to recruit and train more volunteers in the next academic year to eventually extend support to all Primary schools. The focus should remain on pupils in Year 1 and Year 2 in the first instance.
- Schools should continue to consider offering pupils with greater need 2 or 3 volunteer sessions a week where possible as this has been shown to be more effective.
- There will be a pilot scheme to extend volunteer support to pupils in Year 7, beginning with training Jersey Rugby Team players.
- Plans are in progress to carry out a Numeracy pilot which will involve training volunteers to support Year 1 pupils.

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