

# Reading Recovery Impact Report 2017-2018

School **Mellers** Reading Recovery teachers **P Newbold H Gillen**

Summary of children supported	Regional	School
Average number of children supported per teacher	9	8 + 2 ongoing
Average number of completed series of lessons per teacher including referred and discontinued	7	7
% of children whose series of lessons were discontinued (made accelerated progress)	83	86
Average length of programme for discontinued pupils (weeks)	16	15
Average length of programme for referred pupils (weeks)	17	19
Comments: Mellers is in line with or better than the regional average in all but length of programme for referred pupils.		
Future actions: We need to consider our referred pupils thoroughly by working with the class teacher and SENCO to ensure the referral process is beneficial to the child		

Characteristics of children supported	Regional	School
% reported as disadvantaged pupils	54	56
% of children within a special cohort	3	0
% of children with EAL	12	50
Comments: These figures are reflective of Mellers and the children we teach. 56% of our children were Pupil Premium, showing our response to the continued need in helping the most disadvantaged children reach their full potential.		

Children who <u>discontinued</u> their programmes (accelerated progress)	BAS – word reading age		Book level	
	Regional	School	Regional	School
Entry	5.7	5.7	2.1	3
Exit	6.4	6.4	18	18
3 month follow-up	6.7	6.4	19	17
6 month follow-up	6.10	6.7	20	19

Comments: Our follow up data at 3 and 6 months is slightly below the regional average. This is the first year that we have experienced this drop. Last year was unusual as both Reading Recovery Teachers were needed to take more time out of our Reading Recovery teaching to cover classes. In general, many lessons were lost for most of our pupils. This is a concern as the children are vulnerable after exiting the programme and every lesson clearly counts to ensure secure learning and prolonged learning gains.

Future actions: Full teaching programmes are paramount. Wherever possible lost lessons and class cover must be avoided to ensure secure learning for our very vulnerable pupils. Time to support re-entry to class is important in helping these children make the necessary adjustments back in the classroom to help them continue to make progress by themselves.

Children who were <u>referred to school</u> (some progress)	BAS – word reading age		Book level	
	Regional	School	Regional	School
Entry	5.7	Below 5	2.1	1
Exit	5.10	5.10	10	10
3 month follow-up	6.1	6.4	10	17
6 month follow-up	6.1	6.7	12	19

**Comments:**

Our referred children started at lower levels than the regional average and yet exceed regional data on their follow up at 3 and 6 months. Book levels are also higher than the regional data averages. This shows that our most vulnerable children are still making good progress as a result of a Reading Recovery programme; it just isn't the accelerated progress we endeavour to see.

Future actions: To further monitor the support the referred children receive when returning to whole class learning through pupil progress meetings, time with the inclusion leader in school and close working relationships with class teams.

Phonics screening check	Regional	School
% of <b>Y1</b> pupils who passed phonics screening check after RR in Y1	83	93
Comments: Our phonics data is positive and highlights the great work across the school around early reading and writing learning.		
Future actions: To continue to work in line with phonics teaching across the school to ensure a consistent approach.		

## Whole-school impact

Our inspired initiatives include **Red Ted, Reading Buddies, Book Club** and our **Reading Dog**, all designed to raise attainment and pleasure in reading.

·Our reading dog came in once a week from PAT (Pets as Therapy). We have found that having a dog creates an environment that immediately feels more relaxed and welcoming so children that are struggling to read benefit from the simple pleasure of reading to a loyal listener, who doesn't mind if mistakes are made. For the more capable readers they can experiment with intonation and "voices" knowing that the dog will respond positively.

.We have 10 Reading Buddies from Y5 and Y6 and these children are trained to help our younger readers. They are matched carefully to help with struggling readers, readers that need to build their confidence or fluency and to help children that don't get support at home to read the expected 3 times a week.

. Red Ted continued for a third year and is now well embedded as a whole school practice. Healthy reading habits are also being developed at home and the high expectation is being met by the majority. The children enjoy the inter class competition and the rewards have been popular, particularly in F2 and KS1. Supporting the reading cafes and drop in sessions with parents has proved to be useful to help engage and include all families. As we grow in numbers the rewards system will have to change but the whole school is invested and continues to support the scheme.

. Book club was set up to help children achieve their 3 reads a week. It runs at playtime on Tuesday, Wednesday and Thursday. It also provides an environment for children to just come along and read from a selection of books and comics on offer.

· We are on hand to offer support and advice for staff and parents. From helping parents understand how to fill in reading diaries and helping their child to read at home to supporting staff with using running records in the classroom and being diagnostic about the learning needs of individuals.

. Once again, World book day at Mellers was a big hit with the school community. The Reading Recovery team took on the management of the day, alongside the Literacy co-ordinator and created a day dedicated to the pleasure of reading. We celebrated the 25<sup>th</sup> anniversary of the Harry Potter series of books, through whole school planning made sure that all events were timetabled, and that all classes were involved. Turning Mellers in Hogwarts was a highlight and fun was had by all.