

Reading Recovery Impact Report 2016-2017

School: Mellers Primary

Reading Recovery teacher: Paula Newbold & Hayley Gillen

Summary of children supported		Regional	School	
Average number of children supported per teacher		10	8	
Average number of completed series of lessons per teacher including referred and discontinued		8	8	
% of children whose series of lessons were discontinued (made accelerated progress)		86.4%	87.5%	
Average weeks per programme		17	14	
<p>Comment: A lower number of children were taught this year and I feel this was due to teaching in a busy corridor where noise was a constant distraction for the children, resulting in missed or partially taught lessons. Despite this, all but 1 child made accelerated learning.</p>				
<p>Next steps: We now have a new Reading Recovery room, with far less noise and distraction and we know this will help the children to make the progress.</p>				
Characteristics of children supported		Regional	School	
% of children supported who were in receipt of FSM/Pupil Premium		49%	87.5%	
% of children with EAL		15%	50%	
% of children with ethnicity other than White British		31%	87.5%	
<p>Comment: Although our figures look higher than regional, this is just a typical representation of Mellers. 87.5% of our children were Pupil Premium, showing our response to the continued need in helping the most disadvantaged children reach their full potential.</p>				
Children who <u>discontinued</u> their programmes (accelerated progress)	BAS – word reading age Additional months progress		Book level	
	Regional	School	Regional	School
Entry	5.7	5.4	2.2	1.8
Exit	6.4	6.4	16.5	17
3 month follow-up	6.7	6.4	17.7	17.7
6 month follow-up	6.7	6.7	19.2	18.8
<p>Comment: Although children enter with lower than the regional average their word reading age is the same at the end of 6 months. This is the impact of quality Reading Recovery teaching. Children continue to maintain their progress showing that the skills of learning to read and write are well embedded.</p>				
<p>Next steps: Regular monitoring of children's book levels and book choices through use of running records for past pupils. Regular communication of children's progress will be maintained in 2017-18.</p>				
Children who were <u>referred</u> to school (some progress)	BAS – word reading age Additional months progress		Book level	
	Regional	School	Regional	School
Entry	5.7	Below 5	2.2	0
Exit	5.10	5.10	10.1	9
3 month follow-up	6.1	5.10	10.6	8.5
6 month follow-up	6.1	6.1	10.7	9
<p>Comment: 1 child was referred. Despite being assessed by the educational psychologist as having lower than average language and understanding, he still made 9 levels of book progress during his time in RR.</p>				

Whole-school impact

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

Our reading dog comes 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 6 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 also to help children that don't get support at home to read the expected 3 times a week.

Red Ted continued for a second 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.

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.