



Every Child a Reader – the layered approach

The overall aim of Every Child a Reader (ECaR) is that by the end of Key Stage 1 all children (with the exception of a small minority who may have multiple and complex learning needs) are competent readers and writers who achieve in line with age-related expectations or better. To reach this aim, the government has made a commitment that by 2011 30,000 children a year will access ECaR support through a layered, 'three waves' approach.

Managing the delivery and monitoring of these interventions needs a structured approach. Teacher Leaders (TLs) should consider what the impact of delivering an effective ECaR layered intervention approach will be and how best to provide this with participating schools.

What is the layered three waves approach?

Wave 1 	Quality First teaching	All children
Wave 2 	Small group additional intervention	Just below national expectations
Wave 3 	Individual or very small group intervention with a trained and supported teaching assistant (TA)	Struggling
	Intensive intervention on an individual and/or very small group basis with a trained specialist teacher	Lowest attaining

Wave 1 – Quality First teaching. The simple view of reading and the role of systematic phonics are central to Quality First teaching of literacy. It is essential that a focused systematic phonic programme is used, that meets the Department for Children, Schools and Families' criteria and enables the building of essential skills for early reading. The majority of children achieve well through high-quality classroom teaching. The year-long training of the Reading Recovery teacher (RRT) enables them to focus on how children with significant

barriers can successfully learn to read, and to support colleagues in effective ways to teach early reading and writing to these children. The simple view of reading focuses on word recognition and on language comprehension which aligns with the pedagogical approach in Reading Recovery. Opportunities to observe the RRT at work enable the class teacher to trial some of the techniques in their own classroom.

Wave 2 – Small-group and less-intensive one-to-one interventions. Some children require additional support to achieve well. This can often be provided through small-group, time-limited intervention programmes which are systematic in their approach to phonics. These interventions, which are delivered by a TA will accelerate the child's progress and help them achieve in line with their peers.

Wave 3 – Intensive support. This is for those children who require the individualised approach of a programme that is tailored to their specific needs. It is delivered as a one-to-one programme by a TA or a teacher. The most intensive element of ECaR is the Reading Recovery programme, delivered by a trained Reading Recovery teacher to the lowest-attaining children in Year 1.

The importance of correctly identifying which wave of support the child needs cannot be over-emphasised. Each child should be placed on the the ECaR programme which is designed to get a child with their needs back to age appropriate expectations. Most children should not complete a Wave 2 programme



and then be placed on a Wave 3 programme. If a child starts the Wave 2 programme it should soon become clear if they are not making expected progress and a more appropriate intervention should then be swiftly identified. Sometimes it only becomes clear towards the end of the Wave 2 programme and then the child would need to go onto a Wave 3 programme. This should happen rarely if assessments are good. Most children do not need a Wave 3 intervention and to go from one intervention to another would not be a good use of resources nor would it be good for the child's self-esteem.

If the ECaR programme is to achieve its aim, to deliver support to 30,000 children by 2011, then it is important that ECaR schools are using this layered approach effectively and addressing the needs of all children to ensure that as many as possible have reached age-related expectations by the end of Key Stage 1 and maintain their progress over the course of Key Stage 2.

Which Wave 2 and Wave 3 interventions does ECaR recommend?

The layered approach of ECaR includes specific, evidence-based, literacy interventions which are pedagogically aligned with Reading Recovery. This is to facilitate the wider role of the RRT's expertise in early literacy. The interventions supported in this way by the ECaR programme are:

- Early Literacy Support (ELS)
- Talking Partners
- Better Reading Partners
- Catch Up Literacy
- Fischer Family Trust (FFT) Wave 3
- Reading Recovery

(Schools may also be using other interventions in addition to those on this list)

Reading Recovery in Primary Literacy Leadership (RRiPLLe) is a further professional development course for Reading Recovery teachers (RRTs) that enables TLs to support the implementation and delivery of these interventions in ECaR schools.

ELS

ELS is a Wave 2 intervention, one of a range produced by the National Strategies and designed to help schools support children so that they can make progress and, wherever possible, catch up with their peers. The programme is aimed at children in Year 1 who have already had access to high-quality teaching of phonics during the Early Years Foundation Stage (EYFS). They will be secure at Phase 2, but have been identified through EYFS Profile (EYFSP) data and ongoing assessment as needing the additional support of a small-group setting. This will allow them to confidently address the learning involved in Phases 3 and 4 and to benefit from additional opportunities to practise and apply skills they have already been taught. They are taught by a specially trained TA in a small-group situation using scripted, structured materials. The TA works with the guidance and support of the class teacher.

Talking Partners

Talking Partners is a structured oral language programme, providing part of an integrated approach to raise levels of achievement. Originally designed for children learning English as an additional language, the programme is now used with equal success in a variety of contexts. Trained partners work with groups of three children for 20 minutes, three times a week for ten weeks. During this time they work with children to help them to learn to listen more actively and how to talk for a range of purposes.

Better Reading Partners

Better Reading Partners is a Wave 2 programme designed to raise achievement in literacy with a focus on effective and independent reading. It is aimed at children who can, with appropriate support, become effective readers. It involves one-to-one time with a trained TA or volunteer for 15 minutes three times a week over a ten-week period.

FFT Wave 3

FFT Wave 3 is a programme addressing both reading and writing and is designed to be delivered by experienced TAs working one-to-one with a Year 1 or Year 2 child for 15–20 minutes a day for 10–20 weeks depending on the child's needs. The programme targets children who do not yet have the skills to access the ELS programme.

Catch Up Literacy

Catch Up Literacy is a programme addressing both reading and writing and is designed to be delivered by a trained teacher or TA. There are four stages involved: formative assessments; selection of an appropriate book for the child to read (using closely levelled books); individual teaching session of 15 minutes twice a week and ongoing monitoring of progress.

Reading Recovery

Reading Recovery is an intervention for children who have the lowest achievement in literacy in Year 1 or the beginning of Year 2. Children are taught individually by a specially trained RRT for 30 minutes each day for an average of 15–20 weeks. The goal is for children to develop into effective readers and writers able to work at age-appropriate levels of literacy. Reading Recovery is an early intervention with a research record of preventing literacy failure for the lowest-achieving children.

RRiPLLe

This course helps RRTs to extend their expertise to support class teachers and TAs in their work with young readers and writers. A major focus of this course is sharing the Quality First teaching message in building layers of good literacy teaching to meet children's needs. The course enables the RRT to be aware of what constitutes effective practice in the leadership and management of intervention and to be able to provide training and support for those delivering a range of early language and literacy interventions in their school, as well as being able to monitor and evaluate their impact.

How does an LA manage these layered interventions?

The year after completing the training as a Reading Recovery Teacher Leader (TL), training is provided for these interventions and how to manage them. However, it is not the intention that every TL becomes an expert in delivering the training for these interventions. The training will enable the TL to have a clear understanding of the content, delivery and impact of these interventions. In many cases the TL works with a consortium of LAs and each consortium should have a clear view of its resources in relation to Wave 2 and Wave 3 provision and how it is delivered. Each consortium will need to develop a 'provision map' across its LAs in order to determine where there are personnel with the required expertise to train others in the delivery of these programmes.

Some LAs take this as an opportunity to provide professional development for RRTs and train them to support one or more of the interventions. They are then able to deploy them to deliver training to all interested LA schools as well as the ECaR schools. Some LAs call these teachers Leading RRTs.

In some consortia the different interventions are delivered by different LAs allowing them to develop an expertise in the delivery and monitoring of certain intervention programmes.

Some LAs use the layered interventions to help the Reading Recovery children to maintain the gains they have made. Better Reading Partners is particularly effective in this role.

LAs should use the ECaR headteacher meetings to discuss the impact of the layered interventions and how they monitor this. They should also encourage headteachers to monitor the quality of the delivery of the interventions with the support of their RRT.

Each LA should then collate this information relating to the evaluation of the impact of these programmes on individual children by rigorous tracking of ECaR children's progress. This tracking information should also identify whether these children need additional interventions in subsequent years and why.

How does a school know which children need which intervention?

Through the use of the EYFSP results and subsequent Assessment for Learning by the class teacher, the school should be able to identify those children in need of additional support. They will be attaining in the lowest 20 per cent of children nationally (including those children identified as having special educational needs (SEN)), and within this will be the lowest attaining five per cent nationally who may need Reading Recovery. The senior leadership in the school will need to facilitate identified members of staff (for example, RRT, assessment coordinator, ethnic minority achievement teacher and SEN coordinator) to be able to work together in identifying the intervention that

best suits an individual child's needs. The TL will also be able to support the RRT in ensuring that children needing Wave 2 and Wave 3 support are allocated to the appropriate programme.



In a similar way to the provision map that a consortium needs, the school should also map which interventions it will be using, who will deliver them and how the impact will be measured and evaluated.

Every day the RRT teaches four children identified as needing the one-to-one support of the Reading Recovery programme. The RRT would also, working with other adults in the school, support the continued development of inclusive Quality First teaching. Observing the delivery of a Reading Recovery lesson will enable teachers and TAs to see techniques they can use in whole-class teaching and in guided sessions. By working with guided groups, the RRT will be able to demonstrate the early teaching of both reading and writing, thus enabling debate and discussion on early learning to take place. The RRT can also provide coaching, training and quality assurance for the teachers and TAs who deliver the Wave 2 and Wave 3 interventions, ensuring that they are systematic in their approach to phonics, providing consistency and pedagogical alignment.

It is vitally important that the progress children make is measured. For each child involved in any of the interventions, their attainment on starting the programme should be identified, the progress they make during the intervention should be monitored and their attainment on completion of the intervention should be measured and shared with their class teacher. Schools need to ensure that class teachers' expectations of children who have received intervention and intensive support are sufficiently raised to recognise the progress children have made.

The aim of the programme is to improve the attainment of children in reading and writing by the end of Key Stage 1. Schools need to monitor children's progress rigorously and carefully after they have had intervention support and where necessary, to provide 'top up' intervention support to ensure sustained progress is made and that early gains are maintained long term.

'The most effective interventions:

- are not used as a substitute for "Quality First teaching", especially the effective early teaching of phonics
- provide an early accurate assessment of children's phonic knowledge and skills
- are focused on the appropriate children through careful assessment, regular updating and tracking of progress
- use assessment information to shape appropriate support
- are used early, before literacy failure has become embedded
- aim for children who have fallen behind in reaching the target levels for their age rather than just narrow the gap between them and their peers
- are time-limited and have clear entry and exit criteria.'

*Jim Rose, Independent Review of the Teaching of Early Reading:
Final Report, 2006*



Case study

Oak Farm Infant School

Oak Farm Infant School is a large three-form entry school in the London Borough of Hillingdon that has its own well-established layered approach. The school's non-class-based SENCO is a trained RRT. She is responsible for allocating TA support, tracking pupil progress and evaluating the impact of interventions. She also has responsibility for in-house training and quality assurance of the work of TAs.

The school had run ELS for several years but found that there were always children who did not have sufficient literacy skills to access the programme. The SENCO attended a three-day FFT Wave 3 training course and introduced a term-by-term provision map. The programme allows older Year 1 children to be identified early, before the gap between them and their peers has had time to widen, while summer-born children can be targeted for the interventions later on, allowing them – boys in particular – time to mature and develop their fine motor and language skills before they are given extra literacy support.

The impact on attainment has been marked. Children involved in the ten-week FFT intervention, for example, made an average gain of six to eight Reading Recovery 'book levels' compared to the normal progress of three over this period. Those who were not benefiting from the programme (two of the 19 children involved) could quickly be spotted and moved on to Reading Recovery programmes. For the remainder, a lighter-touch intervention was sufficient to meet their needs.

Where to find out more

Every Child a Reader:

www.standards.dcsf.gov.uk/nationalstrategies

Search using the ref: 00034-2008

Better Reading Partnership:

www.rowa.org.uk/trainingschlbrp.html

What Works Well:

www.whatworkswell.standards.dcsf.gov.uk/

Early Literacy Support:

www.standards.dcsf.gov.uk/nationalstrategies

Search using the ref: 00767-2007

Reading Recovery:

www.readingrecovery.org.uk

Fischer Family Trust Wave 3 email:

hilary@fischertrust.org

Talking Partners email:

Clare.Reed@EducationBradford.com

Catch Up Literacy:

www.catchup.org.uk

Audience: Leading teachers for intervention,
headteachers and senior managers in primary and
middle schools

Date of issue: 08-2009

Ref: **00645-2009PDF-EN-01**

Copies of this publication may be available from:
www.teachernet.gov.uk/publications

You can download this publication and obtain
further information at: **www.standards.dcsf.gov.uk**

© Crown copyright 2009

Published by the Department for
Children, Schools and Families

Extracts from this document may be reproduced
for non-commercial research, education or training
purposes on the condition that the source is
acknowledged as Crown copyright, the publication
title is specified, it is reproduced accurately and not
used in a misleading context.

**The permission to reproduce Crown copyright
protected material does not extend to any
material in this publication which is identified
as being the copyright of a third party.**

For any other use please contact
licensing@opsi.gov.uk
www.opsi.gov.uk/click-use/index.htm



department for
children, schools and families



When you have finished with
this publication please recycle it