



ECaR Interventions at Pear Tree

Overview for 2016 - 2017.

Every Child a Reader (ECaR) is a Pear Tree -wide early literacy strategy for raising attainment in Key Stage 1, through a layered approach to intervention, with Reading Recovery at the core. ECaR schools such as ours use this approach to effectively address the literacy learning of children and ensure that as many as possible make progress to age-related expectations in reading and writing by the end of Key Stage 1 and maintain their progress over the course of KS2. This is the first year the programme has been implemented and training is being gradually rolled out across the school.

The overall aim of ECaR is that, by the end of Key Stage 1, struggling readers and writers are able to achieve in line with age-related expectations or better. Further to this, it provides a professional expertise in our school to enhance literacy standards of all pupils.

ECaR supports high-skilled Reading Recovery teachers in England to work one-to-one with children aged five or six, who are the lowest literacy achievers after their first year of school.

The Trustees and Governors of Pear Tree have invested in the training of staff for this programme to ensure every child is a reader by the time they leave Pear Tree. By making this investment staff are able to capitalise on the professional development provided to Reading Recovery teachers, to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions.

ECaR supports schools to make sound judgements in selecting interventions for use; in matching children to appropriate interventions to meet their needs and in monitoring and evaluating the effectiveness of provision.

Quality first teaching -The effective inclusion of all children in a daily high quality literacy teaching. The simple view of reading focuses on word recognition and on language comprehension, with a sound base in synthetic phonics.

Group interventions - Additional small-group intervention for children who can be expected to catch up with their peers as a result of the intervention delivered by a teaching assistant.

One-to-one teaching - Specific targeted approaches for children identified as requiring intensive support. The most intensive element of ECaR is the Reading Recovery intervention, delivered by a trained Reading Recovery teacher.

Intervention Overview

Our Aim is to have this fully in place by Summer 2017.

Whole class	Quality First Teaching for all (Including Helicopter Starter Activities - ECAR Based Communication Activities)	Majority
Group	Personalised Literacy Programmes - Talk Boost (Reception/KS1) Inference and Deduction Training (Upper Juniors)	Just below average
Individual	Daily Priority Reading (School Wide)/Minute a day (Reception/KS1)	Struggling
	Reading Recovery (1:1) (Yrs. 1 and 2)	Lowest attaining
	Nessy - Dyslexic Trait Children (Yr. 2 - Yr 6)	

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:

- Helicopter Starters
- Talk Boost
- Inference and Deduction Training

- Reading Ambassadors (Pear Tree personalised programme)
- Reading Recovery

Helicopter Starters

Helicopter Starters include an introduction to Storytelling and Story Acting and the practical application to boost communication and helping children from three to seven years of age to process, relay and retain messages and stories to aid their writing and communication skills.

Talk Boost

Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention. as an intervention programme Talk Boost can assist primary schools, teachers and teaching assistants to:

- increase the achievement of learners
- improve their quality of teaching
- develop pupils' behaviour for learning

Talk Boost is a targeted and evidence-based intervention, which supports language delayed children in Reception and KS1 to make significant progress with their language and communication skills. Delivered by teachers, teaching assistants it is provided twice a week to small groups of children that have been identified with language delay.

Each session includes activities that cover the key elements of language:

- Attention and Listening
- Vocabulary
- Building Sentences
- Telling Stories
- Conversations

Inference and Deduction Training

Inference and Deduction Training is for pupils in **KS2** who have age-appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from reading. A group intervention but techniques can also be used

to inform teaching of reading comprehension within classrooms. This training also supports comprehension opportunities during Guided Reading.

Reading Ambassadors

Reading Ambassadors is a Pear Tree personalised programme that runs across the school from Year 1 to Year 6. Pupils choose and share texts with their peers. Time is allocated for whole class or small group feedback on a book before a child then gifts the book on to another child. This has been proven to encourage greater communication skills, develop interest in new authors and engage pupil voice at the heart of generating reading stamina and enthusiasm across the school.

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.

Nessy

The Nessy Learning Programme is an interactive system of learning based on 40 years of practical teaching by specialist teachers at the Bristol Dyslexia Centre. Nessy follows a tried and tested approach that combines structured incremental phonics linked with language, writing skills and vocabulary development, to create highly effective multisensory learning using a laptop to deliver the sessions. Nessy enables all abilities to read, write and spell with confidence. This is delivered 1 to 1 to children who either have a specific Dyslexia diagnosis or are showing specific difficulties in progressing in reading, writing and spelling from Yr 2 to Yr 6.

