

School Preparation for Better Reading Support Partners Training

BEFORE THE FIRST DAY OF TRAINING

Check that you have identified the most suitable staff to be trained.

A suitable Partner will:

- ✓ be able to deliver a regular programme of support 3 times a week (per pupil) for 10 weeks
- ✓ be able to engage fully in two days training that include the intervention's procedures and the reading process
- ✓ have a working knowledge of systematic synthetic phonics teaching, and the school's phonics programme
- ✓ have successful experience of supporting pupils' reading
- ✓ with the support of the BRSP Co-ordinator, be able to make independent decisions while supporting pupils' reading, based on their needs.

The BRSP Co-ordinator will attend either the first half day of training only or attend the full 2 days training with the Partner (s). He/she should be suitably experienced to give support with reading, have time to support the teaching assistant(s) and liaise with the relevant teachers and senior managers. They will have an important role to play in the management and monitoring of the intervention by:

- ✓ securing a timetable which ensures sessions are prioritised
- ✓ identifying a comfortable place for the Partner and pupils to work
- ✓ ensuring resources are available which can be used specifically for BRSP
- ✓ organising and levelling texts in a simple graded system which is accessible for Partners
- ✓ facilitating effective liaison between the Partner and the relevant teacher(s)
- ✓ carrying out entry and exit tests to assess pupils' progress
- ✓ establishing routines for weekly communication between school and home.

The class teacher or form tutor of the pupils who take part in the Better Reading Support Partners intervention will have an important role to play in supporting the day to day implementation of BRSP by:

- ✓ identifying the pupils
- ✓ identifying appropriate entry levels
- ✓ administering any standardised tests used
- ✓ regularly reviewing the progress of the pupils
- ✓ communicating regularly with the Co-ordinator to support the effective management of the intervention.

Identify the training that the Co-ordinator will attend

Decide whether the Co-ordinator attends the first half day of training only, or attends the full two days of training with the Partner(s).

AFTER THE TRAINING

The training will include guidance on the following steps. However, you may wish to prepare them beforehand.

(1) Choosing the pupils to take part in Better Reading Support Partners

BRSP is designed for pupils in Key Stage 1 who have fallen slightly below the level of their peers, and pupils in Key Stages 2 and 3 whose reading age is below their chronological age. It is delivered on a one- to -one basis.

(2) Prepare a timetable

The Partner will deliver 3 sessions per week for each pupil. A comprehensive package of support is provided in the Handbook that participants receive at the training. The Partner will need time each week to select appropriate texts, and ensure that they are familiar with them; analyse any observations made on the pupils' reading, and ensure records are updated.

Effective timetabling for BRSP would involve:

- ✓ allocating 30 minutes for each pupil. This allows the Partner to prepare thoroughly, collect and return the pupil to the class, and to run a 15 minute session
- ✓ protecting the timetable where the Partner is a TA, so that the pupils receive BRSP sessions on a regular basis
- ✓ building in regular time for the Partner to liaise with the relevant teacher(s) and the BRSP coordinator.

(3) Test the pupils

We recommend that a relevant teacher/Co-ordinator gives pupils a standardised reading test at the start and end of their BRSP intervention, to track the pupils' progress and inform the school's evaluation of its impact. A relevant teacher/Co-ordinator will need time to carry out the tests. We hope that s/he will also share the outcomes with Edge Hill University by entering the data onto a secure website or submitting a paper record. Schools who do so will receive a detailed analysis of pupils' progress. Edge Hill University will also use the outcomes to assess the national impact of BRSP.

EVALUATION

The Partner and Co-ordinator will be asked to complete evaluation forms during their training. Edge Hill University may contact a sample of schools later to request feedback about the training and the impact of BRSP.