

Why Do We Need Literacy Interventions?

28% of pupils in English primary schools did not achieve the expected standard in either reading or writing at the end of Key Stage 1 in 2017; 27% did not achieve the expected standard at the end of Key Stage 2. That's an average of 10 pupils in every year group in every school who have fallen behind and could be helped by an Every Child Counts programme.

The Education Endowment Foundation's [Improving Literacy in Key Stage One and Two](#) reports both recommend that schools should 'use high-quality structured interventions to help pupils who are struggling with their literacy'. It states that, although 'schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class . . . nevertheless, it is likely that a small number of pupils will require additional support – in the form of high-quality, structured, targeted interventions – to make progress."

ECC interventions meet all of the reports' criteria for an effective intervention, including:

EEF Criterion	ECC Literacy Interventions
Brief (about 30 minutes) and regular (3–5 times per week) sessions that are maintained over a sustained period (6–12 weeks) and carefully timetabled to enable consistent delivery	Pupils have 3-5 sessions of 15-40 minutes length over 10 – 18 weeks. Schools are given guidance on how to timetable them.
Extensive training (5–30 hours) from experienced trainers or teachers	All interventions are accompanied by 10 – 15 hours of training, delivered by an expert trainer accredited by Edge Hill University.
Structured supporting resources and/or lesson plans with clear objectives	Lesson plans are clearly structured and semi-scripted. 1 st Class@Writing and Project X CODE are accompanied by extensive teaching resources.
Assessments to identify appropriate pupils, guide areas for focus, and track pupil progress	Preliminary assessments to tailor each intervention to pupils' needs. An online data system tracks their progress.
Tuition that is additional to, and explicitly linked with, normal lessons and makes connections between the out-of-class (intervention) learning and classroom teaching	The interventions are delivered in addition to pupils' normal literacy lessons. A link teacher manages liaison between the intervention teacher or TA and the pupils' class teacher or literacy teacher to ensure that two-way links support the pupils' learning.