

## Standards and Guidelines for the Implementation of BRP (Boosting Reading Potential)

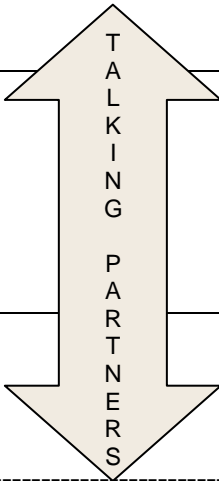
These guidelines state minimum requirements to ensure the successful implementation of **boosting reading @primary (BR@P)** and **boostingreading@secondary (BR@S)** collectively known as **Boosting Reading Potential (BRP)**.

### Section 1: What is BRP?

**BRP** is a short term, 10 week, one to one programme that provides intensive support for selected children who are in danger of falling behind in reading. It is for children who can read but not very efficiently or without understanding and enjoyment. The main aim is to develop independent reading and comprehension skills and strategies, as exemplified in the Reading Recovery (RR) programme, and to enable children to access a wider range of reading material more confidently.

In KS1 the **BR@P** programme can complement RR in that it provides a light touch support for children who need some intervention but not as intensive as RR. **BR@P** can also offer some further support for post RR children who would benefit from some continuing contact for a short period.

#### LAYERS OF INTERVENTION: Where does BRP fit?

<b>Whole class</b>	<b>Quality First Teaching for all</b>		<b>Majority</b>
<b>Group (or less intensive 1:1)</b>	<b>BRP (1:1)</b> e.g. Early Literacy Support		<b>Just below average</b>
<b>Individual Intensive 1:1</b>	Fischer Family Trust Wave 3 or equivalent (1:1) ----- Reading Recovery (1:1) ----- Nurturing Talk (1:1 or small group)		<b>Struggling</b>  <b>Lowest attaining</b>

Both **BR@P** (KS2) and **BR@S** (KS3) offer the same consistent model of support for pupils whose reading age is up to, two or three years below their chronological age

**BRP** is designed to be delivered by school based staff including teaching assistants (TAs) and volunteers under the guidance of a literacy specialist teacher/ SENCO who has been trained in the programme. The term teaching assistant (TA) is used as a generic term referring to support staff working under the guidance of a teacher.

It is suitable for children in Year 1-Year 9. The 15 minute lesson takes place three times a week for 10 weeks and addresses the reading needs of the individual child.

This intervention is suitable for pupils working below the average group within the class who need to develop their fluency and comprehension skills and require support with motivation and/or confidence to read.

## **Section 2: the Structure of BRP**

### **School based staff model**

- Year 1 to Year 9 children
- One to one additional support
- 10 week programme, 15 minutes, 3 times a week
- Practising independent reading skills on familiar texts
- Ongoing assessment
- Working on unfamiliar text with support, leading to independence and understanding

### **Volunteer model**

- Same as the school based model but  
Delivered over fifteen weeks for 20 minutes once a week
- Suitable for older children who need to develop understanding of text and good language skills

### **Training for TAs, support staff and teachers**

- The 2 day modular training must be delivered by an accredited Local Trainer
- TAs and a teacher-coordinator must attend the complete training course
- The training will include:
  - Observation of two lessons
  - Information on the reading process
  - Developing questioning skills
  - Practical activities
  - Reading assessment, the use of Running Records and the Observing Reading Checklist
  - Record keeping
  - Continuing training courses
- In order to maintain an effective high quality implementation, TAs should attend a minimum of one half-day professional development at least once a year.
- Observations by the **BRP** Coordinator of lessons and discussions of children's progress contribute to professional development.

### **Training for volunteers from the community and businesses**

The training day for volunteers includes:

- Observation of a lesson
- Information on the reading process
- Developing questioning skills
- Practical activities

- Record keeping

In order to maintain an effective high quality implementation, the **BRP** Coordinator should have time to organise, monitor and support the volunteers

### **Section 3: BRP National Trainers**

The National Trainers are highly experienced and successful with a background of developing training and resources to support effective reading skills. They are Education Consultants with experience of working at a management level within a school and an authority.

**Only National BRP Trainers can train other trainers to work in their own group of schools or local area**

**National Trainers will:**

- Lead initial training for local authority or school based trainers
- Visit trainers to monitor their delivery of **BRP** training
- Provide regular up-date sessions that trainers will be expected to access in order to be maintained on the EW database
- Collate national data to share with trainers each year
- Provide a 'help line' service for all accredited trainers.

### **Section 4: Associate Trainers**

Associate Trainers are highly experienced RR Teacher Leaders who have delivered, implemented and maintained **BR@P/BR@S** at authority level, for at least three years.

**Only BRP Associate Trainers can train other local trainers, to work solely within their own area, in order to increase capacity**

**Associate Trainers will:**

- Access an initial Associate Trainer session with a National Trainer
- Identify only experienced RR teachers who have successfully implemented, coordinated and maintained **BR@P** at school level, as potential local trainers
- Ensure potential trainers shadow a complete BRP training run by the Associate Trainer
- Lead the agreed, additional training day focussing on the trainer overview and implementation
- Commit to collecting and sharing data to be collated by the National Trainers
- Support ongoing development and share innovative practice as part of the **BRP** National Network

### **Section 5: Local Area Implementation**

**Area Based Management**

The most effective implementation occurs where several practitioners are trained as trainers, working as a team, to monitor and support schools, carry out lesson observations and offer additional training sessions in their own Local Authority, Consortium or educational setting. Personnel with appropriate experience in Literacy need to be identified as potential trainers and to take a management lead to ensure continuity. **BRP** is most effective when delivered as part of a layered approach to intervention; ensuring that links between personnel and interventions are in place.

### **Training for Local BRP Trainers**

- Potential Trainers must be Reading Recovery trained or have experience and credibility as trainers in Literacy
- Training enables the trainer to train other teachers, TAs, Learning Mentors and volunteers to use the programme in a school or educational setting
- Trainers can only offer **BRP** training within their own local authority, consortium or school
- All Trainers must attend a three day training course
- Trainers should have experience of using the assessments and delivering the programme before delivering their own training

### **The training for Local Trainers includes:**

- All components of the two -day training course for **BRP** i.e. lesson observations, discussion and analysis, opportunities to try all activities, planning, recording and assessment
- An additional day's training for critical reflection and to consider implementation issues
- Power point presentations and other documents needed to run the two -day course and to operate the programme (Partner files available from the EW online shop)
- Access to the **BRP** National Network; this includes regular programme updates, information about new materials and research and a celebrates the of success of colleagues

### **Local Trainers will:**

- Attend an initial train the trainer course delivered by a National **BRP** Trainer and access regular up-date sessions
- Deliver the training programme within the recommended guidelines
- Deliver a ½ day follow-on refresher course for Partners to attend 2 or 3 terms after initial training (it may also be open for those Partners who trained over a year ago, but have not delivered a programme yet). This is to ensure key points of a **BRP** session have been embedded, re-visit planning, recording and assessment and celebrate successes with Partners
- Ensure that every TA attending training has the support of a teacher trained in **BRP**
- Evaluate local implementation and share qualitative and quantitative data as part of the National Network

## **Section 6: School Implementation**

### **School based management will need to:**

- Identify **BRP** as a need through a school provision map and be prepared to implement as part of a whole school approach to raise standards of reading
- Ensure an experienced class teacher/ Literacy coordinator or SENCO attends the training in order to take on the coordinator role

- Identify experienced and effective TAs to deliver the intervention
- Ensure appropriate support and guidance is in place for trained TAs
- Ensure adequate resources for delivering the programme
- Safeguard time and if possible a consistent place for TAs to work: this can be inside or outside a classroom
- Provide preparation time for the TA
- Allocate time for the teacher coordinator to observe trained TAs
- Ensure parents are informed and sign a consent form before the programme starts
- Gather qualitative and quantitative data to assess impact of the programme.
- Build capacity through access to acknowledged training. Cascaded training is not effective

#### **The BRP Coordinator will need to:**

- Attend the initial **BRP** training
- Establish priorities with senior management for **BRP** within school action plan
- Provide and organise resources
- Select children for the programme in conjunction with other teaching staff
- Assess children before and after the intervention
- Administer the reading assessment prior and post **BRP** programmes
- Safeguard the appropriate time slots for delivery and preparation
- Meet with trained TAs at least once each half term
- Support the analysis of Running Records and/or the Observing Reading Checklist as required
- Track children's accelerated learning e.g. ensure that books used in e.g. Guided Reading reflect the level the child is working at in **BRP**
- Agree exit strategies

#### **Trained TAs and other Reading Partners will need to:**

- Share on-going assessment for learning with teachers
- Adhere to the structure and pedagogy of the programme
- Teach each child 3 times a week for 15 minutes
- Keep a register of attendance
- Keep short lesson notes of children's progress
- Complete record sheets
- Liaise with the class/subject teacher and **BRP** coordinator to identify objectives and make decisions about moving through the book levels (where appropriate)
- Keep teachers informed of progress and difficulties
- Attend additional **BRP** training sessions
- Support child's progress in both reading and writing work by encouraging the use of new knowledge in class/group tasks where possible

## **Section 7: Accreditation**

### **1. Trainer Accreditation**

- Education works will keep a list of **BRP** Accredited Trainers, who can be recommended to schools, clusters, LAs etc

#### **Accredited Trainers must:**

- Deliver the two-day training at least once a year within the training timescale recommended
- Be observed by a national trainer
- Provide at least one follow up session for each training cohort
- Provide evidence of monitoring and supporting the programme in school, either by submitting a small case study or providing evidence of observations
- Submit local data annually
- Access regular up-date sessions

To find **BRP** National Trainers and Accredited Trainers in your area visit this website:  
[www.educationworks.org.uk](http://www.educationworks.org.uk)



### Literacy Interventions

	<b>Reading Recovery</b>	<b>FFT Wave 3</b>	<b>BRP</b>
<b>Aims</b>	Children accelerate to within the average band of the class. (Average gains 7/8 APS)	Children accelerate to being able to access a group intervention or minimum. Average gains 4 /5 APS	Children accelerate reading performance with average gain 6-9mths in reading age
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Daily, one to one with a trained teacher</li> <li>• 30 minute lessons</li> <li>• 12-20 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Daily one to one with trained TA1 overseen by trained teacher</li> <li>• 15-20 minute lessons over 10-20 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• 3 sessions a week with trained TA or volunteer overseen by trained teacher-co-ordinator</li> <li>• 15-20 minute lessons over 10 weeks</li> <li>• Alternatively once a week for 20 weeks for volunteers</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• One year's training (1/2 day fortnightly)</li> <li>• Continued Professional Development after initial year</li> <li>• One day Assessment training for a Link teacher from the school</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days initial training</li> <li>• Continued Professional Development whilst running the programme</li> <li>• Class teacher/ SENCO trained with TA</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days for school based TAs/1 day for volunteers</li> <li>• Co-ordinator to attend 2<sup>nd</sup> day or both days</li> </ul>
<b>Target pupils</b>	<ul style="list-style-type: none"> <li>• Y1 /2 pupils aged between 5.9 – 6.3</li> <li>• RR teacher works with minimum 4</li> <li>• Lowest achievers (lowest 7%)</li> </ul>	<ul style="list-style-type: none"> <li>• Y1 – Y4 (working at P7 / low Level 1)</li> <li>• Number depends on time available</li> <li>• FFT takes next children (Lowest 15%)</li> </ul>	<ul style="list-style-type: none"> <li>• Y1 – Y9</li> <li>• Minimum level Book Band 3</li> <li>• Volunteers to work with KS2/3 only</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Pre and post assessment through Marie Clay's Observation Survey</li> <li>• On-going Assessment for learning through teacher's daily record and daily running record analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment from (Some RR schools use the Observation Survey)</li> <li>• On-going Assessment for learning through TAs daily record and weekly running record analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post assessment – standardised reading test (recommend YARC)</li> <li>• On-going Assessment for learning through teacher's record and running record analysis</li> </ul>
<b>Lesson Structure</b>	<ul style="list-style-type: none"> <li>• Reading and writing in one lesson</li> <li>• Addresses letter, word, sentence and text level objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling programme of a Reading day then a Writing Day</li> <li>• Addresses letter, word, sentence and text level objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Reading practice on familiar texts; 2nd reading of new text for assessment; introduction of new text</li> <li>• Focus on efficiency, fluency, pace and understanding in reading</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Informed about the programme</li> <li>• Give permission</li> <li>• Involved in on-going discussions of child's progress</li> <li>• Engaged in take home activities</li> </ul>	<ul style="list-style-type: none"> <li>• Informed about the programme</li> <li>• Give permission</li> <li>• Engaged in take home activities</li> <li>• Parent pack of activities is available</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed about the programme</li> <li>• Give permission</li> <li>• Involved in supporting their child by listening them to read at home</li> </ul>