

Sodexo Stop Hunger Foundation Supporting Chapter One children in Manchester



NOAH, YEAR 2

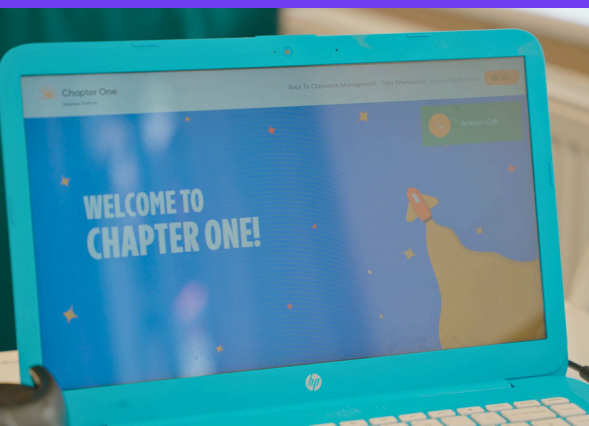
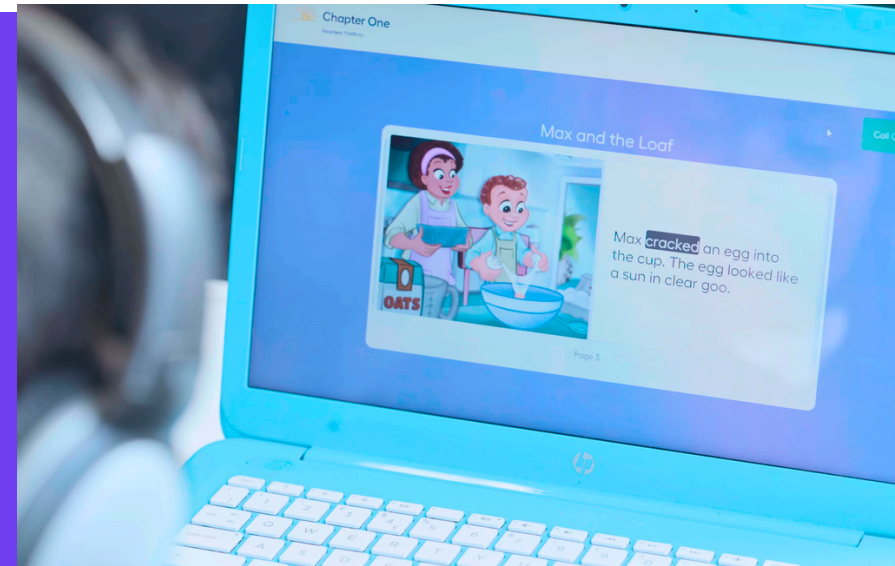
Winter and Spring terms 2023-24



Child and school background

Noah* attends Year 2 in Haveley Hey Community School, in Manchester. In this school, 68% of pupils are in receipt of Pupil Premium funding, approximately three times the national average. In addition, 15.8% of pupils have English as an additional language.

Noah is paired with Rachel-Anne Bermingham, an online reading volunteer from Sodexo. Noah began reading with Rachel-Anne in Autumn 2023. Noah's teacher, Ms Edwards*, put Noah forward for Chapter One for a couple of reasons. First, Noah is from a very large family, with many siblings, and so his parents have limited time to support his reading. Second, he was initially on the school's speech and language register, and had problems producing some sounds.



When Chapter One interviewed his teacher and Sodexo volunteer, Noah had been reading online for 30 minutes a week with his volunteer reader for the first and second terms of the school year.

**Noah and Ms Edwards are not their real names.*

**AT CHAPTER ONE, WE TRANSFORM
CHILDREN'S FUTURES WITH
1:1 READING SUPPORT AT THE TIME
THEY NEED IT THE MOST.**

NOAH'S EXPERIENCE WITH CHAPTER ONE

At the start of the year, Noah's teacher described him as unconfident, quite shy and quiet, and observed that he didn't want to read out loud from the board. Noah was not reading at the expected level for his age and was lagging behind his peers.

Noah's reading volunteer Rachel-Anne also found him to be a little apprehensive at the start of their reading sessions, especially since it took him a little time to understand that sessions were audio only. Over time, Rachel-Anne found that Noah got used to this, and was comforted by the fact that he could hear and recognise his volunteer's voice each time she rang.

Since taking part in Chapter One reading sessions, Noah has made significant progress in **reading attainment**, improving from reading at level 3 at the start of the year to now reading at level 5. In addition, Noah did not pass the phonics screen test last year but has since passed it this year. Noah's teacher, Ms Edwards, attributes this progress in reading to the work at school but also to his Chapter One sessions.

This progress in reading attainment is reflected in a number of **improvements in reading skills** that his teacher has noticed. For example, Noah has improved in blending and segmenting sounds. He is also more familiar with 'tricky (sight) words' - something which Noah's teacher puts down to the varied language activities in the Chapter One programme. Rachel-Anne agreed and explained: *"I think the most noticeable change is that he sounded out everything [all words] ... for the first lessons and he doesn't do that anymore ... word recognition is much more fluid."*

Although Noah still has some speech and sound difficulties from time to time, he is no longer on the school's speech and language register. In general, increased speed and fluency in reading was noticed by Noah's teacher, as well as by Rachel-Anne.

At the start of the academic year, Noah's teacher commented that she was worried about his reading comprehension. Rachel-Anne mentioned that, as Noah's confidence grew, she began to challenge him with questions about what he had read, helping him to relate the story to his own personal experiences. Now when his teacher asks him a question about something he has read, Noah really thinks about the question. In sum, both Ms Edwards (teacher) and Rachel-Anne (volunteer) believe that his **reading comprehension skills have very much improved.**

The unconfident child at the start of the year is now **developing in reading confidence**. Noah's teacher stated that he looks forward to Chapter One sessions and that: *"When he comes back [from Chapter One sessions]... he's just more confident in the classroom."*

“EVER SINCE CHAPTER ONE ... WHEN WE'RE SAYING THINGS ON THE BOARD AS A CLASS, HE'LL PUT HIS HAND UP ALWAYS TO READ THEM, AND EVEN IF IT TAKES HIM A LITTLE LONGER TO SOUND THE WORDS OUT, HE'S BEEN ... A LOT MORE CONFIDENT AND WE CAN SEE THAT IN CLASS. ”

- Ms Edwards, Noah's teacher



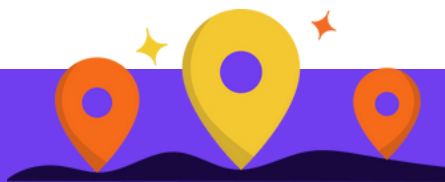
From Rachel-Anne's perspective, Noah has not only improved in reading confidence but also in **general confidence**, communicating much more in sessions, engaging in 'chit-chat' for example.

Ms Edwards has noticed **increased reading motivation** and enjoyment in Noah. For example, when they have some spare time in the classroom, Noah will now go to the reading corner and pick up a book to read - a change from the start of the year. According to Ms Edwards, Noah's teacher, this change, and many of the reading improvements in Noah may be linked to him **'feeling special'**, due to his participation in Chapter One.

“ I THINK HE FEELS A BIT SPECIAL, BECAUSE NOT ALL OUR CLASS GO TO CHAPTER ONE, SO WHEN HE GETS TO GO, I THINK HE FEELS QUITE SPECIAL. ”

- Ms Edwards, Noah's teacher

Overall, Noah's teacher described his progress as 'flying' and was very happy that she put him forward for Chapter One. Rachel-Anne agrees: *"If I think back to those kinds of words we were reading back in October. It's worlds apart already. It's amazing!"*



MORE THAN A QUARTER OF PUPILS IN MANCHESTER LEAVE PRIMARY SCHOOL UNABLE TO READ WELL

44.7%

of children in Manchester are living in poverty

Literacy and poverty rates in Manchester

Across the UK, 29% of children are living in poverty; in the North West this rises to 34.3% and in Manchester, to 44.7%. Analysis by the National Literacy Trust and Experian in 2017 found that almost half of the wards in Manchester fall in the top 10% of areas for literacy need in the whole country and more than a quarter of pupils in Manchester leave primary school unable to read well. In 2018, 28% of students in Manchester did not reach the expected standard in reading when they left primary school.