



CAROUSEL EDUCATION

# Better Reading Support Partners

## Support to deliver Catch-Up Reading

### Online Training for Support Staff

Having a team of **Better Reading Support Partners** is an effective way of supporting those pupils who have fallen behind in reading. **BRSP** can be used as an integral part of the recovery curriculum. Once trained, Better Reading Support Partners are able to provide both a light touch reading intervention programme and also transfer these skills when supporting children in reading across the curriculum.

### Better Reading Support Partner Training – Autumn Term 2021

**4 x Online Sessions of 90 minutes for partners and the lead teacher that cover:**

- organising and managing the intervention
- delivering BRSP sessions (3 part lesson structure)
- understanding the reading process
- talking with pupils about their reading and learning
- selecting suitable texts
- reading analysis and running records
- book introductions

#### **Training Package**

The school package price of £300 includes:

- Training for the lead teacher
- Training for up to 10 support staff members
- Videos of the training in action
- Course materials, planning and record keeping
- Edited recording of each training session for use within the school

#### **Training Dates:**

- Wednesday 10<sup>th</sup> November 10.30am - 12pm
- Thursday 11<sup>th</sup> November 10.30am - 12 pm
- Wednesday 17<sup>th</sup> November 10.30am - 12 pm
- Thursday 18<sup>th</sup> November 10.30am - 12 pm

Alternatively, schools can choose to purchase the edited recordings of each session for use within their setting.

**Access:** Online, on any device using Zoom platform.

**For further details and to book online visit:** [www.carouseleducation.org/readingsupport](http://www.carouseleducation.org/readingsupport)

## **What is Better Reading Support Partners?**

BRSP is a reading intervention for pupils in Years 1 to 10 who have fallen behind at reading. A specially trained Better Reading Support Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make accelerated progress and catch up with their peers.

## **Who is it for?**

Better Reading Support Partners raises the attainment of children who can read but who lack fluency, understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension.

### **It helps them to:**

- decode the words on a page
- understand what they are reading
- read with greater pace and fluency
- confidently access a wider range of reading material
- develop independent reading skills
- enjoy and develop a long-lasting enthusiasm for reading.

## **How does it work for the pupils?**

A Better Reading Support Partner provides a 10-week programme of three 15-minute one-to-one support sessions per week for selected pupils, using simple and effective assessments to inform the selection of a carefully structured sequence of texts that are finely tuned to the pupil's skills and interests. Within a relaxed environment the pupil is given the time and space both to practise and apply their skills and to talk about their reading with an interested adult.

## **How does it work for schools?**

The school selects one or more suitable TAs to train as Partners, e.g. a teaching assistant with successful experience of supporting children's reading, and a link teacher who acts as the BRSP Lead Teacher for the school, managing the partnership in school and linking with the school's senior leadership team, class teachers and parents. Ideally, the Lead Teacher is a member of the Senior Leadership Team.

Our trainers are all high-quality independent consultants with many years of successful experience in schools. Most have been headteachers, are Ofsted trained and all have a distinguished track record in promoting school improvement. They have expertise in curriculum development, early years, SEND, governance, mental health and well-being, school improvement strategies and preparation for Ofsted. They are steeped in the latest educational research and have contributed articles to national publications. Several have published books. They provide impartial and rigorous support to individual schools and trusts, local authority improvement partnerships and the DfE. They welcome lively professional dialogue, encourage reflection, and promote innovative approaches.



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