



**Literacy
Lab**

1:1/1:3 Expert Literacy Lab Programme for KS1



THE CHILDREN'S LITERACY CHARITY

The Children's Literacy Charity exists to close the literacy gap for children from disadvantaged backgrounds. We were founded on the belief that the earlier the intervention, the greater the benefit and our goal is to give underserved children the literacy skills needed to close the attainment gap with their better off peers and the opportunity to fulfil their true potential.

We are much more than a reading charity. What sets us apart is our holistic, evidence-based approach to literacy. Our expert tutors deliver carefully structured tuition programmes that support all core literacy strands: speaking and listening, reading, and writing. Every session is tailored to the specific needs of each child, ensuring that teaching is personalised and meaningful for every child.

Literacy Lab children make remarkable progress: after one month of our twice weekly tuition, a child makes on average 4.1 months of progress; 90% of the children we support close or significantly narrow their literacy gap.

Our specialist tutors deliver all the key literacy skills, not just reading



We provide:

- One-to-one and small group (one-to-three) specialist literacy tutoring for primary school children in socially and economically deprived areas
- The children we support in Literacy Lab can be up to two years behind where they should be with all their literacy skills and are struggling to make progress in the mainstream classroom
- We employ, train and manage our expert tutors who work closely and collaboratively with classroom teachers and specialist support staff, as well as building trusted relationships with the children themselves and where possible their families too
- Our multi-sensory intervention is tailored to a child's individual needs and is closely aligned to the English curriculum, with a particular focus on the application of phonics to reading and writing

A child's journey through Literacy Lab



Tutor to child ratio: 1:1 or 1:3

Days: two days per week

45 minutes per session, twice a week



Schools refer pupils who are below or working towards age-related expectations, prioritising children from disadvantaged backgrounds who are in receipt of Pupil Premium / Free school Meals

Each tuition day, the same tutor teaches five 1:3 groups, supporting 15 children, or teaches six children 1:1

Our expert tutors are employed, trained and managed by the CLC

Literacy focus: speaking and listening, phonics, reading fluency, comprehension and writing

Literacy Lab session content is guided by baseline data, termly assessments, and ongoing formative assessment to ensure targeted and tailored support

Literacy Lab sessions are used in addition to, not instead of, quality first classroom teaching

The majority of children graduate after two terms of Literacy Lab

Over the course of a school year a 15-place 1:3 Literacy Lab can support up to 20 children

Children return quickly to quality first teaching where they can access and continue to benefit from phonics/reading instruction

Why choose Literacy Lab?

- Robust assessment tools and referral process ensure that every child receives support tailored to their specific literacy needs.
- A nurturing, safe environment where children feel supported and valued, helping them build the confidence and self-belief essential for learning.
- Close partnerships with our schools, ensuring effective communication with teachers, senior leaders and parents.
- Our intervention is informed by the National Curriculum, the DfE Reading and Writing Frameworks, and the latest research from the Education Endowment Foundation, ensuring both rigour and relevance.
- Children make significant progress and nearly all graduates close or significantly close their literacy gaps.
- Parental engagement is embedded in our programme delivery. We keep parents informed, involved, and empowered to support their children at home.
- Our quality and standards processes allow our tutors to benefit from ongoing professional development and tailored support, ensuring they deliver high-impact sessions.
- Carefully selected books and vibrant celebrations of key literacy events such as World Book Day, National Storytelling Week, National Poetry Day and Empathy Week foster a love of reading.

Our Literacy Lab programme is for children who:

- Are in Year 1 and require targeted phonics support to catch up, or are in Year 2 and have not met the required standard in the phonics screening and need greater support with phonics and reading fluency
- Need a different approach if phonics is not working for them, require greater reading fluency practice and confidence building or need to widen their vocabulary, improve oracy and develop their comprehension skills
- Need structured support with writing – the Literacy Lab programme uses reading as a model for developing writing skills
- Are significantly behind their age-related expectations. Generally, children who are referred to Literacy Lab are between 10 to 20 months behind ARE.

While we do support children with identified Special Educational Needs and Disabilities (SEND), our programmes are most effective for those with moderate learning needs. Children with significant and complex SEND may require a different provision to what we deliver. We are happy to discuss each referral on a case-by-case basis in collaboration with schools.

We ask partner schools to identify and prioritise each child's key areas of need on the referral form, to ensure our planning is targeted, responsive, and tailored to support the child effectively.

When planning 1:3 sessions, it is important that groups are carefully selected with regard to both group dynamics and ability levels. Children tend to make greater progress when grouped with peers working at a similar stage.



**We do not
compromise
on the quality
of our tutors
or resources**

Literacy Lab Requirements:

- A named key school contact (KSC) who will liaise with the CLC's School Programme Manager (SPM)
- A suitable teaching space for up to three children and an adult
- Access to a laptop / computer and photocopier
- Display board(s)
- Whiteboard
- Access to phonetically decodable books and resources linked to the school's SSP
- Storage unit for resources
- Parent email and phone details for regular updates by email and text

Structured Synthetics Phonic Programmes - how do we add value to your SSP provision?

- We ensure that the tuition in our Literacy Lab meets the needs of individual children, ensuring that we fill any gaps in their knowledge of phonics.
- Our teaching of phonics will complement your school's SSP programme.
- We will consolidate the phonics that the children are learning in the classroom and focus on the application of sounds to reading and writing.
- **All resources** used in Literacy Lab sessions will be the same as those used by the school e.g. sound mats and flashcards.
- Actions used to support phonics teaching will be as described by the SSP e.g. robot arms and 'tricky' words will be referred to as described by the SSP. The order of teaching sounds will be as close to the school's SSP as possible.
- The cumulative progression and knowledge of sounds will be applied to reading and writing during the sessions.
- Pupils will have come across many of the sounds in class already so particularly for children who are working towards, our tutors will focus on revising, consolidating and applying phonics to reading and writing.
- Our tutors will need to access the school's phonetically decodable books.



Parental Engagement

Engaging parents is an important part of our Literacy Lab programme. A calendar of activities throughout the intervention will encourage parents to be involved in their child's learning journey.

Welcome workshops and coffee mornings provide information on specific aspects of the programme.

Parents and carers are invited to attend Literacy Lab to see our work in action and receive feedback on their child's progress.

Postcards are sent home for good work, and parents and carers receive the child's reward charts at the end of every term.

Updates and further information about the programme, as well as activities for children to do at home are made available on the CLC website.



Our expert tutors will:

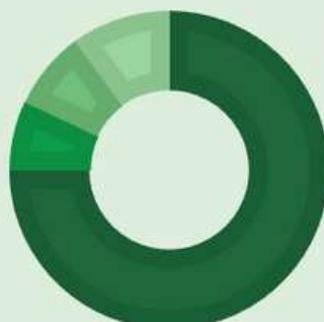
- Use the lessons plans and resources provided by the The Children's Literacy Charity
- Plan sessions that meet the needs of the children allowing them to progress to the next step
- Monitor pupils during teaching and adapt lesson plans accordingly
- Liaise with school staff and our SPM if groups need to be adjusted
- Create a timetable where groups can be rotated so that they do not miss the same lessons each week
- Be aware of school announcements and planned trips etc
- Keep a register of pupils' attendance for each session, every week
- Complete the pupils' pre-programme assessment data and end of term assessments
- Provide termly Pupil Progress reports
- Adhere to school and CLC policies on pupil's behaviour and safeguarding and child protection
- Prioritise safeguarding and ensure that the learning environment is safe
- Work closely with the classroom teachers and specialist staff as well as the charity's SPM who will liaise with the key school contact and ensure the smooth running of the programme

Expert Literacy Lab

Impact 2024/25

90%

of our Literacy Lab graduates closed or significantly narrowed their literacy gap



- 75%** closed their reading age gap entirely
- 7%** came within 3 months of closing their reading age gap
- 8%** came within 4 to 6 months of closing their reading age gap
- 10%** narrowed their reading age gap

Reading age gap

START OF PROGRAMME

9 MONTHS BEHIND



ON GRADUATION

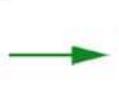
9 MONTHS AHEAD

of age-related expectations

Reading comprehension gap

START OF PROGRAMME

6 MONTHS BEHIND



ON GRADUATION

11 MONTHS AHEAD

of age-related expectations

4.1 RATIO GAIN* AVERAGE

For every one month a child has our Literacy Lab tuition, children make **4.1 months** of reading progress.

*A ratio gain of 2 or more is considered 'useful impact'. Above 4.0 is considered 'remarkable impact'. (Brooks 2007)



At The Children's Literacy Charity our programmes are evidence-based, aligned with national priorities, and informed by the latest research. Our approach is carefully designed around the DfE's reading and writing frameworks, underpinned by the National Curriculum, and in line with Education Endowment Foundation research.

We deliver literacy support that inspires children, builds language, deepens comprehension and improves writing skills. Working with each school's phonics scheme ensures consistency, strengthens core skills, and develops confidence and fluency. By combining proven methodologies with our specialist expertise, our Literacy Labs deliver the strongest outcomes, closing the literacy gap for the overwhelming majority of children supported by this intervention."

Julie Taylor, Education Lead, The Children's Literacy Charity

“

When evaluating the impact of The Children's Literacy Charity, the visible improvements in pupils' overall confidence and attitude towards reading and writing are clearly evident. With the support of the CLC we are slowly beginning to eradicate the problem of poor literacy amongst the pupils at our school”

Reema Reid, Head Teacher, Hollydale Primary School, Southwark, London



“
I really enjoyed the lessons and feel that they helped me with my reading.”

“
In our experience, the work of the Children's Literacy Charity is the only proven intervention to raise reading standards for our youngest pupils struggling to keep up with their peers. Over the years we have tried many interventions but nothing comes close to matching the quality of work of this charity's tutors.”

James Robinson, Head Teacher, Bird In Bush Primary School, Peckham, London

Find out more and get in touch at www.thechildrensliteracycharity.org.uk

We also offer our Reading Lab intervention, a 10-week 1:3 catch-up reading programme for KS2 & KS3.

As a specialist literacy charity we fundraise extensively to help subsidise our programmes and we are able to cover some 75-80% of the tuition cost while schools contribute 20-25%.

Because we employ skilled tutors and children make significant progress, our school partners value our high quality, high impact intervention as a dedicated external resource in supporting those children needing the most help to close their literacy gap.