

## Case Study. Child H.

Child H arrived at our school towards the end of year 1. He spoke very little English.

After giving him time to get used to our language through quality first teaching we embarked on a series of interventions which included Phonics Counts in Year 3 (Reading Age increase of 12 months and Phonics Age increase of 24 months over a 4 month period of time).

He also received help with reading through a BRP intervention in Year 4 (Reading age increase of 13 months over a ten week period).

Today, at the beginning of Year 6 he wanted to excitedly tell me about his new book which he had read in two days! He was so articulate that I started to write down word for word what he said:

“It was 2120 and a boy called Prince Alfred was reading about how there used to be a sun.

For some strange reason, he found a gadget to destroy all the buildings in London but it was all set up by the Lord Protector who was actually controlling the King.

Then the Lord Protector needed the King’s blood to summon the Griffin.

I’ll just skip forward a bit now...

The King became pale through lack of blood so the Lord Protector wanted to cut his son, the Prince, to get blood to summon the statue; but the statue fell on the Lord Protector and he became a monster.

Granny, who had been taking care of the Prince, was under-cover. She was the Lord Protector’s mother!

At the end the King sacrificed himself and tried to cut the monster but unfortunately he failed.

They wanted to launch a torpedo with the sword to kill the beast and that’s exactly what happened!

Finally, the Prince became the King and the sun shone again.”

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