

Reading Recovery™ annual report for UCL Institute of Education: 2015-16

International Literacy Centre

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Appendix A: Progress in Reading Recovery

Reading Recovery UCL Institute of Education report summary page for academic year 2015-16

How many children received literacy support through Reading Recovery teachers?

Number of children served in Reading Recovery (including those with incomplete or on-going programmes and those who left): 8749

Number of children served in other interventions:

Special: 13

BRP: 2563

Fischer Family Trust Wave 3: 623

Talking Partners: 127

Early Literacy Support: 59

Other: 1166

RR-led Intervention: 242

Switch-on: 14

Total number of children supported: 13556

Reading Recovery teaching

Number of schools in the implementation: 1087

Number of Reading Recovery teachers: 1186 in training: 190 experienced: 996

Make-up of the cohort

Year 1: 4149

Year 2: 1848

Year 3: 34

Boys: 5245

Girls: 3502

Percentage of children reported as disadvantaged: 45.3%

Percentage of children reported as speaking EAL: 23.3%

Percentage of children reported as in special groups, such as Looked After Children (LAC): 7.1%

Outcomes

Percentage of all children served with *completed* Reading Recovery programmes: 74.2%

Percentage of children with *discontinued* programmes: 80.9%

Percentage of children *referred* for longer term support: 19.1%

Percentage of children whose programmes are *ongoing*: 18.8%

Progress made during Reading Recovery

Average Book Level at entry to Reading Recovery: 2.0

Average Book Level on exit for *discontinued* children: 17.7

Average Book Level on exit for *referred* children: 10.4

Average BAS Word Reading Age at entry to Reading Recovery: 5:4

Average BAS Word Reading Age on exit for *discontinued* children: 6:4

Average BAS Word Reading Age on exit for *referred* children: 5:10

Progress made after Reading Recovery

At three month follow-up: Average Book Level: 17.4

Average Word Reading Age: 6:4

At six month follow-up: Average Book Level: 19.1

Average Word Reading Age: 6:7

National Assessments

	<u>Complete programmes</u>		<u>Discontinued programmes</u>	
	<u>Key Stage 1</u>	<u>Key Stage 2</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
Reading				
working at the expected standard	39.7%	48.5%	47.9%	53.4%
working at greater depth	2.4%	1.9%	2.9%	2.3%
Writing				
working at the expected standard	27.6%	46.7%	33.2%	51.8%
working at greater depth	1.0%	2.5%	1.2%	2.9%

Introduction

Reading Recovery™ is a short-term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes each day for 12-20 weeks. The goal is for children to become effective and efficient readers and writers able to work within an average range of classroom performance.

Reading Recovery is an early intervention because proficient readers and writers develop early. Once children begin to fail, opportunities for them to regain normal progress among their peers become more difficult and more costly to achieve. There is strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes, creating an educational, financial and moral imperative to direct resources to the prevention of reading failure. Reading Recovery has a strong track record and substantial independent research evidence as an efficient and effective means of overcoming literacy difficulties for many children, especially those most at risk of failure, such as children in poverty, children with limited English language and those who have made the least progress in language and literacy during their pre-school and early school experience.

The key to the successful implementation of Reading Recovery is in the model of training. Three levels of professional staffing provide a stable training structure: university based trainers who train and support teacher leaders; local level teacher leaders working with groups of schools to train and support teachers; and school-based teachers who work with the hardest-to-teach children.

The initial Reading Recovery teacher professional development programme is part-time, for one academic year, during which the teacher works with low attaining children in their school. Teachers become sensitive observers of children's reading and writing behaviours and expert in making moment-by-moment teaching decisions based on a deep understanding of how children think and learn about reading and writing, and how to overcome the barriers to their learning.

Following the initial year of training, teachers continue to participate in regular professional development. They continue to teach for their colleagues and to discuss their professional decision making. Continuing professional development sessions provide collaborative opportunities for teachers to remain responsive to individual children, to increase the effectiveness of their practices, to get help from peers for children with particularly complex needs, and to consider how new research and developments in theory might influence their practice.

Reading Recovery is not an isolated phenomenon in schools, it has a carefully designed plan for implementation into existing systems. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made about implementation. For more information about implementation see 'Standards and Guidelines for Reading Recovery' (International Literacy Centre, 2011).

Every Child a Reader (ECaR) is a school wide early literacy strategy for raising attainment in Key Stage 1, through a layered approach to intervention, with Reading Recovery at the core. Schools are able to capitalise on the professional development provided to Reading Recovery teachers, to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions.

Reading Recovery is one of the most carefully monitored initiatives in education today. Since 1994, routine annual monitoring has documented outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children across the UK and Republic of Ireland with a large majority of children who completed the programme reaching age appropriate levels of literacy. This is supported by independent research evidence which also indicates that the effects of

Reading Recovery are long lasting (<http://www.ucl.ac.uk/international-literacy/reading-recovery/research/continued-progress>).

This report represents an examination of Reading Recovery pupil outcomes for The United Kingdom, reporting outcomes from England, Wales, Jersey and Guernsey. The report accounts for all children served by Reading Recovery within the site during the 2015-16 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site. The information was collected as a part of the International Literacy Centre annual monitoring procedure. Further information about Reading Recovery is available, please visit <http://ilc.ucl.ac.uk> or email ilc@ucl.ac.uk.

Questions for evaluation

1. How many children were supported by the Reading Recovery teacher and which children were they?
 - a) Size of implementation
 - b) Characteristics of the cohort
2. What were the programme outcomes for Reading Recovery children?
 - a) Programme outcomes
 - b) Programme length
3. What were the literacy levels of children in the Reading Recovery programme?
 - a) Average scores at entry and exit
 - b) Children discontinuing in different year groups
4. Where were Reading Recovery children placed in a register of Special Educational Need and Disability (SEND) at the beginning of their programme, and following their programme?
5. What progress did children make after Reading Recovery?
 - a) Children who made accelerated progress (discontinued)
 - b) Children who made progress (referred)
6. What were the results of National Assessments for Reading Recovery children?
 - a) National assessments at entry and exit from Reading Recovery
 - b) Outcomes of the phonics screening check
 - c) Key Stage 1 National Assessments
 - d) Key Stage 2 National Assessments
7. What was the efficiency of the Reading Recovery implementation?
 - a) Experience
 - b) Teacher responsibilities
 - c) Days worked and missed
 - d) Outcomes

1: How many children were supported by the Reading Recovery teacher and which children were they?

Reading Recovery is designed to meet the needs of the lowest attaining children in literacy. The expertise of the Reading Recovery teacher can also be utilised to support lighter touch interventions for children with less complex literacy difficulties. Table 1.1 shows the number of children supported by the Reading Recovery teacher through Reading Recovery or other interventions.

a) Size of implementation

Table 1.1 - Number of Children Served, UCL Institute of Education, 2015-16.

<u>Programme / Intervention Name</u>	<u>number</u>
Reading Recovery	8749
Special	13
BRP	2563
Fischer Family Trust Wave 3	623
Talking Partners	127
Early Literacy Support	59
Other	1166
RR-led Intervention	242
Switch-on	14
Total	13556

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Table 1.1:

Almost nine thousand children with complex literacy difficulties were supported by Reading Recovery in 2015-16, and close to a further five thousand children with less complex needs were supported by Reading Recovery teachers overseeing lighter touch interventions. Even so, implementation overall contracted with 1,845 fewer children able to access Reading Recovery than in 2014-15 and 1,404 fewer children accessing lighter touch interventions. Nevertheless 13,556 children who have been identified as at risk of failing in literacy have been supported by Reading Recovery teachers in their schools.

b) Characteristics of the cohort

Year group

Children are normally identified for Reading Recovery between the ages of five years nine months and six years three months, after a full year of literacy tuition at school. Local conditions, e.g. admission policies or national assessments, may influence the targeting of resources towards the first or second year (after reception) and account is taken of date of birth to ensure that summer born children are not excluded.

Gender

Children are identified for Reading Recovery by literacy levels in a series of assessments (Clay 2013) with the lowest attaining given the first priority. Nationally, a slightly higher proportion is selected of boys than girls for Reading Recovery. This suggests that factors which affect boys' literacy, causing them to be more likely to get into difficulties, emerge early.

Ethnicity

Data on children's ethnicity is based on the UK national census. These categories have changed slightly in response to national demographic changes, for example to monitor support for increasing numbers of children from Eastern European backgrounds.

First language

Approximately 5% of the entire primary school population speaks English as an additional language. Among Reading Recovery children this statistic varies considerably from place to place and the extent of their control of English language is also very variable.

Poverty (pupil premium or other poverty indicator)

Research has shown persistent links between economic deprivation and literacy difficulties. In UK maintained schools approximately 17%¹ of children aged between 5 and 10 are known to be entitled to and claiming free school meals. In England, schools receive additional funding (currently £1,320 per primary schools pupil)² for children eligible for Pupil Premium. This is one of the means by which schools fund intervention.

Special cohort group

Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and 'looked after' children (children in the care of the local authorities).

Season of birth

Concerns have been expressed nationally about the lower attainment of children born in the summer, and that these children remain disadvantaged throughout their subsequent schooling. For the purpose of this report, season has been designated in line with school terms:

- Autumn: September to December inclusive
- Spring: January to April inclusive
- Summer: May to August inclusive

¹ **Source:** DfE (2015) Schools, pupils and their characteristics: January 2015, pub June 2015

² **Source:** DfE (2015) <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Table 1.2 - Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UCL Institute of Education, 2015-16.

Description	<u>All Programmes</u>		<u>Completed Programmes</u>	
	number	percent	number	percent
All Children	8749	100	6489	100
Year Group				
Not recorded	17	0.2	11	0.2
Age 5-6	5539	63.3	3612	55.7
Age 6-7	3070	35.1	2765	42.6
Age 7-8	123	1.4	101	1.6
Programme Started				
This year	7040	80.5	4998	77
Last year	1666	19	1481	22.8
Not Recorded	43	0.5	10	0.2
Gender				
Boys	5245	59.9	3879	59.8
Girls	3502	40	2609	40.2
Not Recorded	2	0	1	0
Poverty - pupil premium/other indicator				
Not recorded	21	0.2	13	0.2
Yes	3962	45.3	2900	44.7
No	4416	50.5	3326	51.3
Not known	350	4	250	3.9
First Language				
English	6695	76.5	4934	76
Not English	2041	23.3	1548	23.9
Not Recorded	13	0.1	7	0.1
Special Cohort Group				
No	8130	92.9	6050	93.2
'Looked after' child	121	1.4	82	1.3
Traveller child	210	2.4	148	2.3
Asylum seeker or refugee child	35	0.4	24	0.4
Other special group	151	1.7	113	1.7
Not Appropriate / Unknown	100	1.1	70	1.1
Special teaching unit	2	0	2	0
Ethnicity				
White	6632	75.8	4857	74.8
White British	3546	40.5	2654	40.9
Irish	2227	25.5	1581	24.4
Eastern European	566	6.5	393	6.1
Any Other White background	293	3.3	229	3.5
Mixed	448	5.1	333	5.1
White and Black Caribbean	146	1.7	112	1.7
White and Black African	86	1	60	0.9
White and Asian	70	0.8	53	0.8
Any Other Mixed background	146	1.7	108	1.7
Asian	832	9.5	667	10.3
Indian	140	1.6	117	1.8
Pakistani	300	3.4	248	3.8
Bangladeshi	215	2.5	170	2.6
Any Other Asian background	177	2	132	2
Black	597	6.8	467	7.2
Caribbean	122	1.4	92	1.4
African	335	3.8	259	4
Any Other Black background	140	1.6	116	1.8
Chinese	29	0.3	22	0.3
Other Ethnic Group	158	1.8	110	1.7

Table 1.2 - Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UCL Institute of Education, 2015-16.

Description	<u>All Programmes</u>		<u>Completed Programmes</u>	
	number	percent	number	percent
Not Appropriate / Unknown	53	0.6	33	0.5
Season of Birth				
Autumn	2844	32.5	2249	34.7
Spring	2938	33.6	2102	32.4
Summer	2955	33.8	2136	32.9
Not Recorded	12	0.1	2	0

NOTE: "All Programmes" includes every child served by Reading Recovery in 2015-16. "Completed Programmes" are only those children whose programmes were actually completed during 2015-16.

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Table 1.2:

Reading Recovery continues to be focused upon children who are disadvantaged in literacy learning, with a high proportion facing multiple disadvantages. Children in poverty represent almost one in two (45%) of the cohort compared with one in six (16%) in the general population (Source DFE, Schools, pupils and their characteristics **SFR 20/2016, 28 June 2016**).

One in four children do not speak English as their first language and boys outnumber girls by three to two among the lowest attaining identified for Reading Recovery.

The proportion of children from Eastern European backgrounds grew only fractionally, from 5.9% of the cohort in 2015 to 6.4% in 2016, whilst the proportion identified as White British reduced from 44.1% to 40.4% in the same period, and the proportion identified as Irish increased from 22.8% to 25.3%.

2: What were the programme outcomes for Reading Recovery children?

a) Programme outcomes

There were five possible outcomes for children who received Reading Recovery. *Every child who received Reading Recovery within the year is recorded here.*

1. Accelerated Progress (Discontinued): These children have made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.
2. Progress (Referred): The children have made progress, but have not reached the average band in literacy and will continue to need additional support.
3. Ongoing: These children started the programme late in the school year, and have not yet completed it, but will do so in the new school year.
4. Left: These children left the school part way through their programme.
5. Incomplete: These children were part way through their series of lessons when the programme had to be suspended (e.g., because of funding withdrawal, the teacher left etc.)

Table 2.1 - Programme outcomes for children receiving Reading Recovery: By programme completion, UCL Institute of Education, 2015-16.

Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (discontinued)	5250	60	5250	80.9
Progress (referred)	1239	14.2	1239	19.1
Ongoing	1645	18.8		
Incomplete	433	4.9		
Left	182	2.1		

NOTE: "All Programmes" includes every child entering Reading Recovery in 2015-16. "Completed Programmes" are only those children whose programmes were actually completed during 2015-16. Children who did not complete in 2015-16 are expected to do so in 2016-17.

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Table 2.1:

Outcomes for the lowest attaining children in literacy who receive Reading Recovery continue to be exceptionally high, with just over eight out of ten (81%) attaining the demanding goals of the intervention. This is a slight reduction on the previous year (84%) but continues to represent an outstanding level of impact for very vulnerable children. Assessments at the end of a child's lesson series are made by a trained person other than the teacher, to avoid bias in the results.

b) Disaggregated outcomes

Table 2.2 - Background characteristics, programme participation and outcomes of children who completed the programme, UCL Institute of Education, 2015-16.

Characteristic	No. of children	%	No. of Lessons	Book Level				% Accelerated progress
				Entry	Exit Gain	Exit to 3 Months Gain	Exit to 6 Months Gain	
All Children	6489		71.9	2.0	14.3	1.1	2.7	80.9%
Year Group								
Age 5-6	3612	55.7%	69.4	1.7	13.9	1.2	3.3	82.6%
Age 6-7	2765	42.6%	75.2	2.5	14.8	1.0	2.6	78.6%
Age 7-8	101	1.6%	67.4	4.5	14.0	0.8	2.7	84.2%
Not known	11	0.2%	80.0	2.4	13.5	0.8	1.0	63.6%
Gender								
Female	2609	40.2%	71.1	2.3	14.3	1.1	2.6	82.9%
Male	3879	59.8%	72.4	1.9	14.3	1.1	2.7	79.5%
Not known	1	0.0%	97.0	0.0	17.0			100.0%
First Language								
English	4934	76.0%	72.5	2.0	14.2	1.0	2.5	79.8%
Other	1548	23.9%	69.7	2.1	14.4	1.4	3.1	84.6%
Not known	7	0.1%	80.6	2.9	15.0	2.2	2.5	85.7%
Poverty - Pupil premium/other poverty indicator								
Yes	2900	44.7%	72.7	1.9	14.2	1.0	2.6	78.0%
No	3326	51.3%	71.2	2.2	14.3	1.2	2.7	83.4%
Not known	250	3.9%	72.8	1.9	14.4	1.1	3.0	82.0%
Not recorded	13	0.2%	59.8	3.7	12.8	2.2	3.5	76.9%
Special Cohort Group								
No	6050	93.2%	71.8	2.1	14.3	1.1	2.7	81.5%
'Looked after' child	82	1.3%	72.5	2.1	13.8	0.9	2.9	75.6%
Traveller child	148	2.3%	75.3	1.3	12.9	0.6	2.1	67.6%
Asylum seeker or refugee child	24	0.4%	64.4	2.5	14.2	1.6	5.0	83.3%
Other special group	113	1.7%	71.5	1.6	13.6	1.1	2.6	69.0%
Not Appropriate / Unknown	70	1.1%	77.9	1.6	14.3	1.4	2.9	80.0%
Special teaching unit	2	0.0%	45.0	10.0	8.5	1.0		100.0%
Season of Birth								
Autumn	2249	34.7%	73.8	1.6	14.3	1.2	3.0	82.3%
Spring	2102	32.4%	70.3	2.2	14.1	1.0	2.6	80.6%
Summer	2136	32.9%	71.4	2.4	14.4	1.0	2.5	79.8%
Not recorded	2	0.0%	55.0	4.0	10.0			100.0%
Ethnicity								
White	4857	74.8%	72.6	2.0	14.3	1.0	2.5	80.1%
White British	2654	40.9%	71.4	1.9	13.8	1.0	2.5	75.9%
Irish	1581	24.4%	75.3	2.1	15.1	0.9	2.5	85.6%
Eastern European	393	6.1%	71.6	2.2	14.5	1.3	2.9	84.2%
Any Other White background	229	3.5%	69.4	2.0	14.2	1.2	2.6	83.0%
Mixed	333	5.1%	70.9	2.1	14.1	1.2	2.7	78.4%
White and Black Caribbean	112	1.7%	71.5	1.9	13.9	1.2	2.5	76.8%
White and Black African	60	0.9%	70.8	2.7	14.6	1.4	2.4	83.3%
White and Asian	53	0.8%	73.1	1.9	14.3	1.0	3.0	79.2%
Any Other Mixed background	108	1.7%	69.3	2.0	13.8	1.1	2.9	76.9%
Asian	667	10.3%	68.8	2.3	14.3	1.5	3.3	85.3%
Indian	117	1.8%	70.1	2.0	13.9	1.5	3.0	83.8%
Pakistani	248	3.8%	69.0	2.2	14.3	1.4	3.2	85.1%

Bangladeshi	170	2.6%	68.7	2.1	14.3	1.9	3.5	82.4%
Any Other Asian background	132	2.0%	67.5	2.8	14.5	1.3	3.5	90.9%
Black	467	7.2%	70.3	2.1	14.3	1.4	3.2	83.9%
Caribbean	92	1.4%	71.8	2.1	13.0	1.0	2.5	73.9%
African	259	4.0%	70.6	2.0	14.7	1.6	3.7	88.4%
Any Other Black background	116	1.8%	68.5	2.3	14.5	1.2	2.9	81.9%
Chinese	22	0.3%	69.6	1.9	14.8	1.6	2.4	86.4%
Other Ethnic Group	110	1.7%	68.4	2.2	14.2	1.2	2.8	82.7%
Not Appropriate / Unknown	33	0.5%	68.5	2.7	14.3	0.5	2.8	84.8%

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Table 2.2:

Children facing a range of potential disadvantages are successful in Reading Recovery. Schools which offer Reading Recovery are able to close the attainment gap between children in poverty and their peers to just 5%, and the gap between boys and girls to just 3%. Different ethnic groups are well served; those described as from White British, Caribbean and Mixed Race backgrounds have the greatest struggle to attain accelerated learning but even among these groups more than three out of four are successful. Summer born children are slightly disadvantaged in overall data compared with Autumn born children, both in likelihood of completing Reading Recovery and achieving accelerated progress, though the opposite is true in Ireland, suggesting an effect of school year and term dates rather than maturity.

c) Length of programmes

Reading Recovery is a short term intervention, and there is an imperative for teachers to work briskly. There is no prescribed length to children's programmes although economics dictate that programmes should be as short as possible, commensurate with robust outcomes. Teachers tend to take a little longer to achieve their goals during the year of training and children who start with very little in place may take longer to get under way.

Table 2.3 - Weeks and lessons of children completing Reading Recovery programmes: By programme outcome, UCL Institute of Education, 2015-16.

Outcome/Time	Total pupils	Mean	SD	Minimum	Maximum
Accelerated progress (discontinued)					
Weeks	5234	17.9	5	3	35
Lessons	5236	70.7	19.7	3	152
Lost lessons	5231	18.7	12.6	-40	98
Progress (referred)					
Weeks	1236	19.9	4.5	1	35
Lessons	1236	76.9	19.1	5	157
Lost lessons	1236	22.6	13.5	-26	91

NOTE: "Lost lessons" is the difference between the ideal number of lessons (total weeks × 5 lessons per week) and the actual number of lessons.

NOTE: This table excludes children taught by Teacher Leaders

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Table 2.3:

Reading Recovery teachers are exceptionally efficient, enabling children to catch up with their peers within a remarkably short time, on average 71 lessons or fewer than 36 hours of teaching. This means that children are able to engage fully in the curriculum from their second year in school. Children who make progress, but not sufficient to be deemed independent readers, receive on average six more lessons, but they are also more likely to have suffered from an interrupted programme and to have missed more lessons.

3: What were the literacy levels of children in the Reading Recovery programme?

Children selected for Reading Recovery are the lowest achieving in their class on six measures of early literacy which together comprise the Observation Survey (Clay, 2002). These measures are Book Level (captured by running record of text reading), Letter Identification, Concepts about Print, Word Reading Test, Writing Vocabulary and Hearing and Recording Sounds in Words. In addition, the British Abilities Scale Word Reading assessment is administered to provide an external standardised assessment.

The programme is discontinued when children are judged to have an efficient reading and writing process in place and to be operating within the average band for their class and age. Children who do not achieve the accelerated progress required for the programme to be discontinued are referred back to the school for longer-term support.

a) Average scores at entry and exit

Table 3.1 - Scores on Observation Survey tasks of children with completed Reading Recovery programmes: At entry to and exit from the programme, UCL Institute of Education, 2015-16.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Letter Identification</u>		<u>Concepts about Print</u>		<u>Word Test</u>		<u>Writing Vocabulary</u>		<u>HRSIW</u>		<u>BAS Reading Age</u>	<u>PhAb Standard Score</u>
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	Mean
Entry	6489	2	2.5	44.3	9.3	11.9	3.8	9.2	6.1	11.8	9.7	23.2	9.7	5:4	94
At discontinuing (accelerated progress)	5250	17.7	2.3	52.8	2.4	20.2	2.7	22	1.7	40.9	15.4	35.4	2.4	6:4	105
At referral (progress)	1239	10.4	3.9	49.6	5.9	16.8	3.6	17.2	5.1	25.2	12.6	30.5	6.9	5:10	97
All completed programmes	6489	16.3	4	52.2	3.6	19.5	3.2	21.1	3.3	37.9	16.1	34.5	4.2	6:4	103

NOTE: "HRSIW" is the Hearing and Recording Sounds in Words task.

NOTE: PhAb is optional and not required data

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

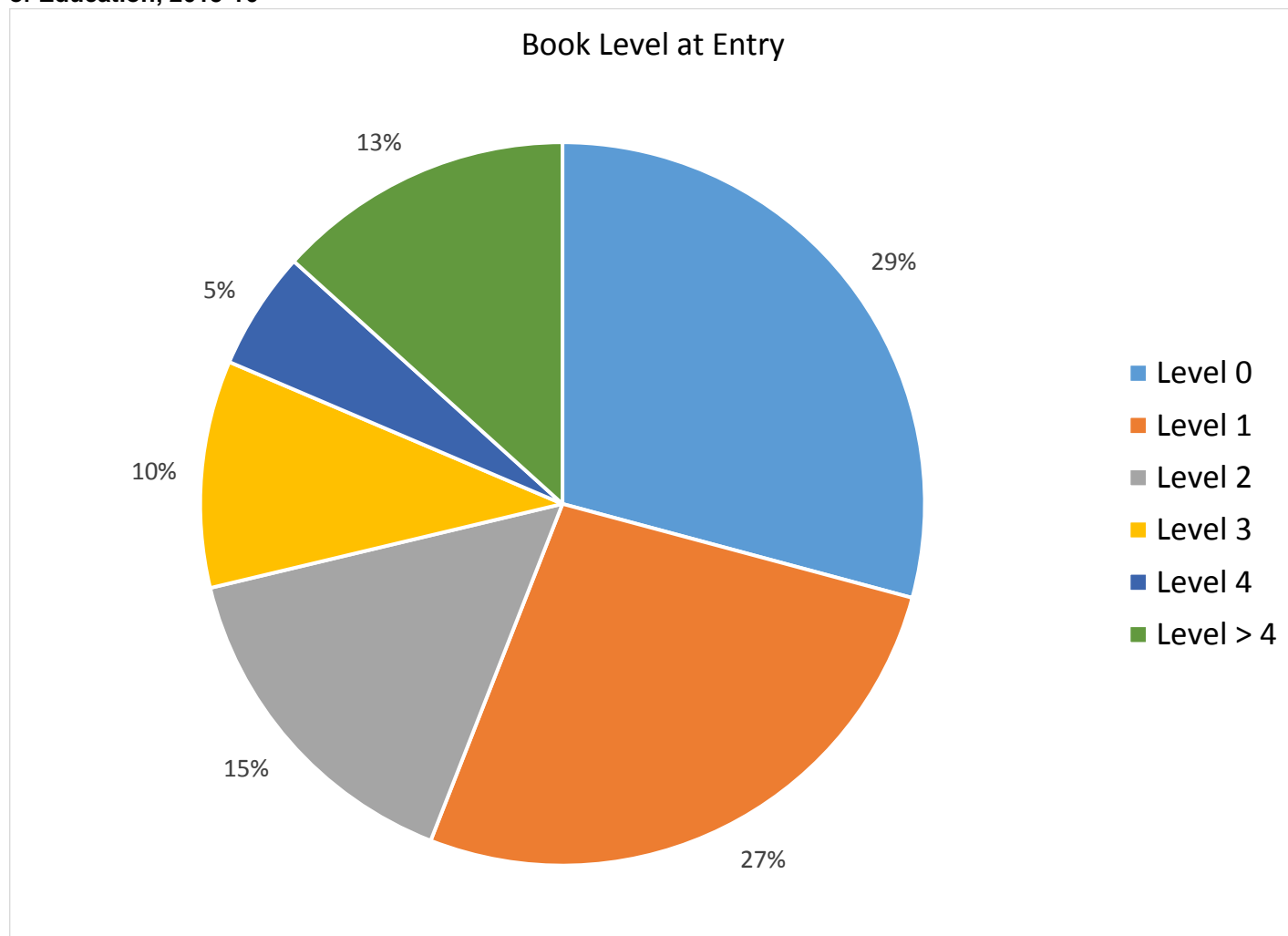
Table 3.1:

There has been a slow but steady increase in children's literacy item knowledge (e.g letter knowledge, word reading, hearing and recording sounds in words) at entry to Reading Recovery over the past 20 years, suggesting improved classroom literacy programmes. Even so, entry levels remain very low for children who have been in formal literacy teaching for a least a year before starting Reading Recovery, compared with average ability readers and the majority of children still enter the programme as non-readers, indicating that schools do identify the lowest attaining for the programme.

Children who attained the goals of Reading Recovery made accelerated progress, gaining on average 15 book levels (see Appendix A for examples of book levels) and 12 months reading age in 18 weeks of teaching.

Children who did not achieve the goals of the programme nevertheless made progress, gaining on average 8 book levels (see Appendix A) and six months in reading age.

Figure 3.1 - Book Level on programme entry, for children with completed programme outcomes: UCL Institute of Education, 2015-16



Children may start Reading Recovery at any point during Year 1 and some complete their lesson series in the following school year. The point at which a child completes their lesson series will have a bearing on the literacy levels they need to reach.

b) Children discontinuing in different year groups

Table 3.2 - Exit scores on *Observation Survey* tasks of children with discontinued Reading Recovery programmes: By year group, UCL Institute of Education, 2015-16.

Year Group	Total Pupils	<u>Book Level</u> Mean	<u>Letter Identification</u> Mean	<u>CaP</u> Mean	<u>Word Test</u> Mean	<u>Writing Vocabulary</u> Mean	<u>HRSIW</u> Mean	<u>BAS Age</u> Mean	<u>PhAb Standard Score</u> Mean
Age 4-5	4	17	53.3	20.8	22.3	38.5	34.8	6:4	
Age 5-6	2985	16.9	52.7	19.8	21.9	38.2	35.3	6:4	106
Age 6-7	2172	18.8	52.8	20.6	22.1	44.2	35.6	6:4	104
Age 7-8	83	19.7	53.3	21.4	22.3	47.9	35.1	6:7	100

NOTE: "HRSIW" is the Hearing and Recording Sounds in Words task.

NOTE: PhAb is optional and not required data

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

5: What progress did children make after Reading Recovery?

After the completion of their programme, children are carefully monitored as they adjust to the withdrawal of daily intensive support. Some children may find their progress temporarily checked as they make this adjustment.

a) Accelerated progress (discontinued)

Table 5.1 - Follow-up scores on *Observation Survey* tasks of children with discontinued Reading Recovery programmes: UCL Institute of Education, 2015-16.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>	<u>PhAb</u>
		Mean	SD	Mean	SD	Mean	Mean
At discontinuing	12183	17.4	2.3	40	15	6:4	104.9
3 month follow up	7718	18.7	3.1	45.1	16.6	6:7	105.9
6 month follow up	4990	20.3	3.4	50.8	18.3	6:10	106.4

NOTE: This group includes all children who had follow-up only testing in 2015-16. (i.e. those who completed their programmes in 2014-15 and had testing this academic year, and those who completed early this year, allowing for follow-up testing to also take place this year).

NOTE: PhAb is optional and not required data

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

b) Progress (referred)

Table 5.2 - Follow-up scores on *Observation Survey* tasks of children referred after Reading Recovery programmes: UCL Institute of Education, 2015-16.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>	<u>PhAb</u>
		Mean	SD	Mean	SD	Mean	Mean
At referral	2449	10.2	3.8	24.6	12.3	5:10	97.7
3 month follow up	1434	10.8	4.4	28.5	13.5	6:1	98.6
6 month follow up	892	12.2	4.9	32.3	15.8	6:1	99.4

NOTE: This group includes all children who had follow-up only testing in 2015-16. (i.e. those who completed their programmes in 2014-15 and had testing this academic year, and those who completed early this year, allowing for follow-up testing to also take place this year).

NOTE: PhAb is optional and not required data

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Tables 5.1 and 5.2:

Children not only maintain the gains made during Reading Recovery but also continue to make further progress after the end of their lesson series, with children who attained accelerated progress gaining one month in reading age with each month that progresses, suggesting that they are now able to learn at an average rate of progress alongside their peers.

The small proportion of children who made progress but not accelerated progress also show continued gains after the end of their supplementary lessons, though at a slower rate, and clearly remain vulnerable.

6: What were the results of National Assessments for Reading Recovery children?

a) National assessments at entry to and exit from Reading Recovery

As well as programme entry scores and outcomes, Reading Recovery teachers record details of ongoing school-based data collected by the class teacher. These data afford Reading Recovery teachers opportunity to compare how the children they support are achieving relative to national age-related expectations and alongside their peers.

Table 6.1 - Teacher assessments at entry to and exit from Reading Recovery for all completed programmes: UCL Institute of Education, 2015-16.

Assessment point	At entry				At exit			
	reading		writing		reading		writing	
National Assessment Level	number	percent	number	percent	number	percent	number	percent
Accelerated progress (discontinued)								
Working below expected standard	1944	83.6%	1918	82.5%	138	6.0%	217	9.5%
Working towards expected standard	366	15.7%	369	15.9%	788	34.5%	1242	54.5%
Working at expected standard	16	0.7%	35	1.5%	1298	56.8%	795	34.9%
Working at greater depth within expected standard	0	0.0%	2	0.1%	60	2.6%	25	1.1%
All completed programmes								
Working below expected standard	2553	85.6%	2527	84.8%	449	15.4%	563	19.3%
Working towards expected standard	413	13.8%	415	13.9%	1092	37.3%	1516	52.0%
Working at expected standard	16	0.5%	35	1.2%	1323	45.2%	814	27.9%
Working at greater depth within expected standard	0	0.0%	2	0.1%	60	2.1%	25	0.9%

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Table 6.1:

Five out of six (86%) children identified as needing Reading Recovery were deemed not even to be working towards the expected standard in reading prior to the intervention. This was reduced to one in six (15%) following the intervention, less than six months later, with half deemed to be working within the expected standard or better. Among those who achieved accelerated progress two out of three were working within the expected standard or better.

Given the weighting of the Reading Recovery cohort towards children with multiple disadvantages in literacy learning, this suggests a strong positive impact on standards.

b) Outcomes of the phonics screening check

The phonics screening check in England is designed as a short, light-tough assessment to confirm whether individual children have learnt phonic decoding to a national agreed standard. It aims to identify children who need extra help in working with phonics. The screening check is for all Year 1 pupils in maintained schools, academies and Free Schools – and children in Year 2 who previously did not meet the standard of the check in Year 1.

Table 6.2 Y1 and Y2 scores and percent passed on phonics check, UCL Institute of Education, 2015-16.

<u>Y1 Children</u>	<u>Phonics check in current year</u>		
	<u>Number</u>	<u>Score</u>	<u>% Passed</u>
All programmes	3206	28.1	55.4%
Discontinued	1926	32.5	74.4%
Not yet complete	879	22.1	27.5%

<u>Y2 Children</u>	<u>Phonics check retest</u>		
	<u>Number</u>	<u>Score</u>	<u>% Passed</u>
Still in RR at time of test	76	25.8	38.2%
Discontinued in Y2	695	33.6	76.8%
Discontinued in Y1 and failed check first time	569	34.1	81.2%

Table 6.2

Almost three out of four (74%) of children who had successfully completed Reading Recovery at the time of the Phonics Check passed it first time. Children who were only part way through their Reading Recovery lesson series when they faced the test struggled its demands. This suggests that successfully completing Reading Recovery does enable children to learn how to decode using their phonic knowledge.

Children who went on to complete Reading Recovery after failing the phonics check in Y1, and then retook the phonics check in Y2 also had a high rate of success (76%).

c) Key Stage 1 National Assessments

Children in England undergo continuing teacher assessment reading and writing during their time in Key Stage 1. At the end of their second year of formal schooling (age 7) the assessments are collated and reported locally and nationally. Teachers follow a framework for assessment (currently an interim framework) which outlines the standards children are expected to meet by age 7. Children identified for Reading Recovery are the lowest achieving in their class, and would be not be predicted to achieve at the expected standard without intervention.

Table 6.3 shows the impact for all children who received the programme, including those who did not achieve the goals.

Table 6.3 – End of Key Stage 1 Outcomes of National Assessment for Reading Recovery children: By programme outcome, UCL Institute of Education, 2015-16.

Programme Outcome/ National Assessment Level	Key Stage 1 Reading		Key Stage 1 Writing	
	number	percent	number	percent
Accelerated progress (discontinued)				
Working below expected standard	223	7.8%	334	11.7%
Working towards expected standard	1183	41.4%	1541	53.9%
Working at expected standard	1370	47.9%	950	33.2%
Working at greater depth within expected standard	84	2.9%	35	1.2%
All completed programmes				
Working below expected standard	564	15.9%	685	19.3%
Working towards expected standard	1494	42.0%	1853	52.1%
Working at expected standard	1412	39.7%	980	27.6%
Working at greater depth within expected standard	84	2.4%	36	1.0%

SOURCE: International Literacy Centre: Annual Data Collection, 2015-16.

Table 6.3:

86% of children who were identified for Reading Recovery were deemed by the school not to be on track to attain National curriculum expectations (Table 6.1) but that expectation was overturned, with just 16% working below the expected standard in end of year National Assessments.

More than four out of ten children (42%) met or exceeded national standards, and a further four out of ten (42%) were working towards that standard. Some of these children would still be only part way through their Reading Recovery lesson series when they took national assessments. Given that the Reading Recovery cohort is taken exclusively from the lowest attaining children, and is heavily weighted to a range of disadvantages in literacy learning, this outcome stands demonstrates a positive contribution to national attainment, which includes the most able and most advantaged children, of 51% attaining the national standard in reading.

For children who attained accelerated progress in Reading Recovery outcomes were even stronger, with fewer than 8% working below national expectations and half (50.8%) attaining the national standard in National Curriculum tests. A well implemented Reading Recovery programme has the potential to reduce the numbers of children failing to attain national standards by at least half.

Figure 6.3A - End of Key Stage 1 National Curriculum Assessments Reading levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2015-16.

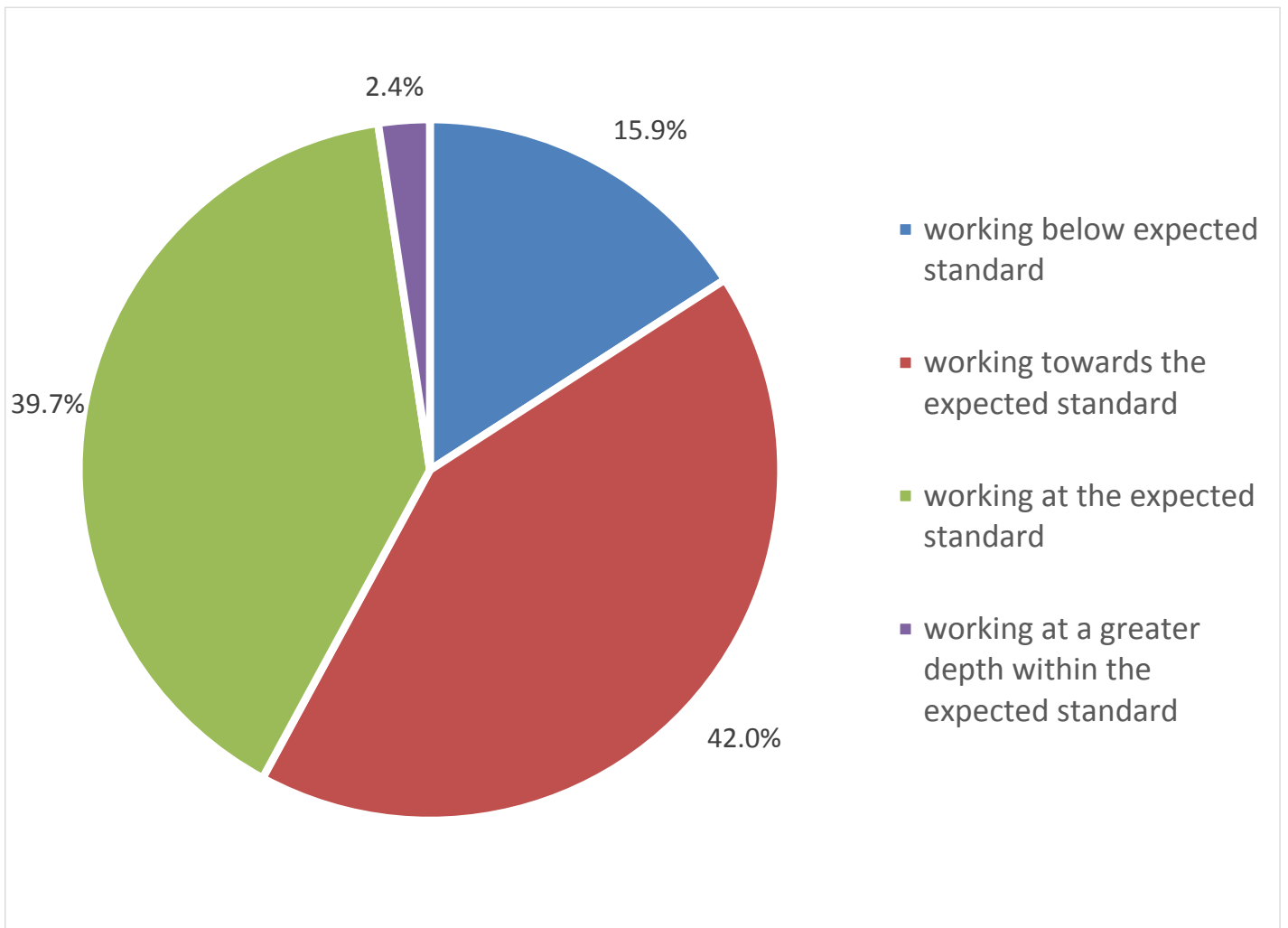


Figure 6.3B - End of Key Stage 1 National Curriculum Assessments Writing levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2015-16.

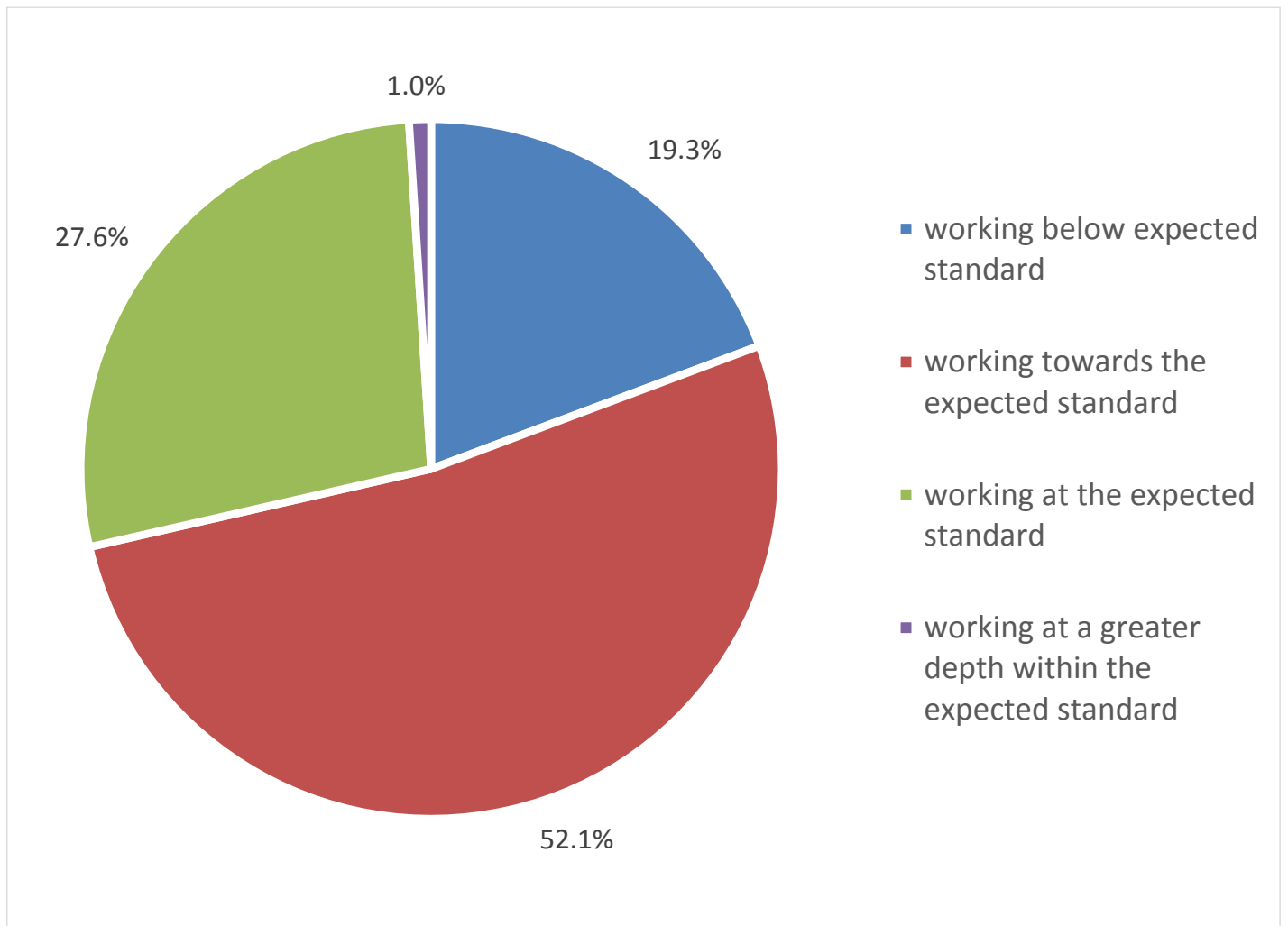


Table 6.4 shows the impact of achieving accelerated learning on closing the attainment gap. Table 6.5 shows the impact for all children who received the programme, including those who did not achieve the goals.

Table 6.4. – End of Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics, UCL Institute of Education, 2015-16.

Characteristic	Key Stage 1 Reading								Key Stage 1 Writing								
	working below expected standard		working towards expected standard		working at expected standard		working at greater depth within expected standard		working below expected standard		working towards expected standard		working at expected standard		working at greater depth within expected standard		
	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age	
Gender																	
Female	81	7.1%	498	43.7%	530	46.5%	30	2.6%	118	10.4%	596	52.3%	410	36.0%	15	1.3%	
Male	142	8.3%	685	39.8%	840	48.8%	54	3.1%	216	12.6%	945	54.9%	540	31.4%	20	1.2%	
First Language																	
English	164	8.2%	856	42.6%	942	46.9%	47	2.3%	265	13.2%	1118	55.6%	616	30.7%	10	0.5%	
Other	56	6.6%	327	38.6%	427	50.4%	37	4.4%	66	7.8%	423	49.9%	333	39.3%	25	3.0%	
Poverty: Pupil premium/other indicator																	
Yes	78	6.9%	505	44.5%	518	45.7%	33	2.9%	122	10.8%	640	56.4%	358	31.6%	14	1.2%	
No	137	8.6%	634	39.8%	777	48.7%	46	2.9%	197	12.4%	846	53.1%	533	33.4%	18	1.1%	
Not known	5	4.1%	42	34.1%	71	57.7%	5	4.1%	12	9.8%	51	41.5%	57	46.3%	3	2.4%	
Not recorded	3	33.3%	2	22.2%	4	44.4%	0	0.0%	3	33.3%	4	44.4%	2	22.2%	0	0.0%	

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year 2 during 2015-16, had discontinued programme outcomes, and who had Key Stage 1 National Curriculum Assessments results provided.

NOTE: %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with discontinued programmes and Key Stage 1 National Curriculum Assessments results provided.

SOURCE: International Literacy Centre: Annual Data Collection, 2015-16.

Table 6.5 – End of Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics, UCL Institute of Education, 2015-16.

Characteristic	Key Stage 1 Reading								Key Stage 1 Writing								
	<u>working below expected standard</u>		<u>working towards expected standard</u>		<u>working at expected standard</u>		<u>working at greater depth within expected standard</u>		<u>working below expected standard</u>		<u>working towards expected standard</u>		<u>working at expected standard</u>		<u>working at greater depth within expected standard</u>		
	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age	
Gender																	
Female	191	13.7%	627	44.9%	548	39.3%	30	2.1%	231	13.7%	725	44.9%	425	30.4%	15	1.1%	
Male	373	17.3%	867	40.2%	864	40.0%	54	2.5%	454	17.3%	1128	40.2%	555	25.7%	21	1.0%	
First Language																	
English	437	17.2%	1091	42.9%	968	38.1%	47	1.8%	545	17.2%	1352	42.9%	635	25.0%	11	0.4%	
Other	124	12.3%	403	40.0%	443	44.0%	37	3.7%	137	12.3%	501	40.0%	344	34.2%	25	2.5%	
Poverty: Pupil premium/other indicator																	
Yes	257	17.3%	655	44.1%	541	36.4%	33	2.2%	306	17.3%	791	44.1%	374	25.2%	15	1.0%	
No	286	15.0%	777	40.8%	795	41.8%	46	2.4%	349	15.0%	990	40.8%	547	28.7%	18	0.9%	
Not known	18	11.7%	59	38.3%	72	46.8%	5	3.2%	27	11.7%	67	38.3%	57	37.0%	3	1.9%	
Not recorded	3	30.0%	3	30.0%	4	40.0%	0	0.0%	3	30.0%	5	30.0%	2	20.0%	0	0.0%	

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year 2 during 2015-16, had completed programme outcomes, and who had Key Stage 1 National Curriculum Assessments results provided.

NOTE: %age refers to the percentage of children with completed programmes in this group, who received these marks out of a total of all those in the group with completed programmes and Key Stage 1 National Curriculum Assessments results provided.

SOURCE: International Literacy Centre: Annual Data Collection, 2015-16.

Table 6.4 and 6.5:

In the national cohort 70% of boys were working at the national standard, in the Reading Recovery cohort, which is exclusively from the lowest attaining and has 45% of children in poverty, 42.5% of boys attained national standards. Among boys who had achieved accelerated learning in Reading Recovery, 52% attained national standards.

In the national cohort, which represents all abilities, 60% of children in poverty attained national standards. Of the lowest attaining children in poverty who received Reading Recovery 39% achieved national standards, and among those who had attained accelerated learning in Reading Recovery 49% attained national standards.

d) Key Stage 2 National Assessments

At the end of Key Stage 2, aged 11, children reach a second phase of formal national assessments. The interim assessment framework sets out expected standards to be met at this key stage. Children complete Reading Recovery at age six or seven. Their performance in national assessments at age 11, five or six years, after the end of their lessons, is indicative of the long lasting effect of the intervention.

Table 6.6 - End of Key Stage 2 Outcomes of National Assessment for Reading Recovery children: sorted by programme outcome, UCL Institute of Education, 2015-16.

Programme Outcome/ National Assessment Level	Key Stage 2 Reading		Key Stage 2 Writing	
	number	percent	number	percent
Accelerated progress (discontinued)				
Working below expected standard	579	44.3%	593	45.3%
Working at expected standard	698	53.4%	679	51.8%
Working at greater depth within expected standard	30	2.3%	38	2.9%
All completed programmes				
Working below expected standard	783	49.6%	803	50.8%
Working at expected standard	765	48.5%	738	46.7%
Working at greater depth within expected standard	30	1.9%	39	2.5%

Note: These children were in Reading Recovery during 2010-11 or 2011-12, and had discontinued/completed programmes. They were in Year 6 during 2015-16, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued)

Source: International Literacy Centre: Annual Data Collection, 2015-16.

Table 6.6:

Children identified for Reading Recovery at age six were those considered most at risk of failing to attain a basic standard of literacy. In a sample of 1578 children who had previously completed Reading Recovery at age six, and who reached the end of their Primary School phase in 2016, five years after the end of the intervention half (50%) of all children who had completed Reading Recovery attained within the expected standard in reading and almost as many in writing (49%). Bearing in mind that the Reading Recovery cohort is heavily weighted to children facing disadvantage of various kinds, all of whom presented with severe literacy difficulties at age six, this compares well with the overall national attainment figure for all children, including the most able and the most advantaged, of 66%.

Figure 6.6A - End of Key Stage 2 National Curriculum Assessments Reading levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2015-16.

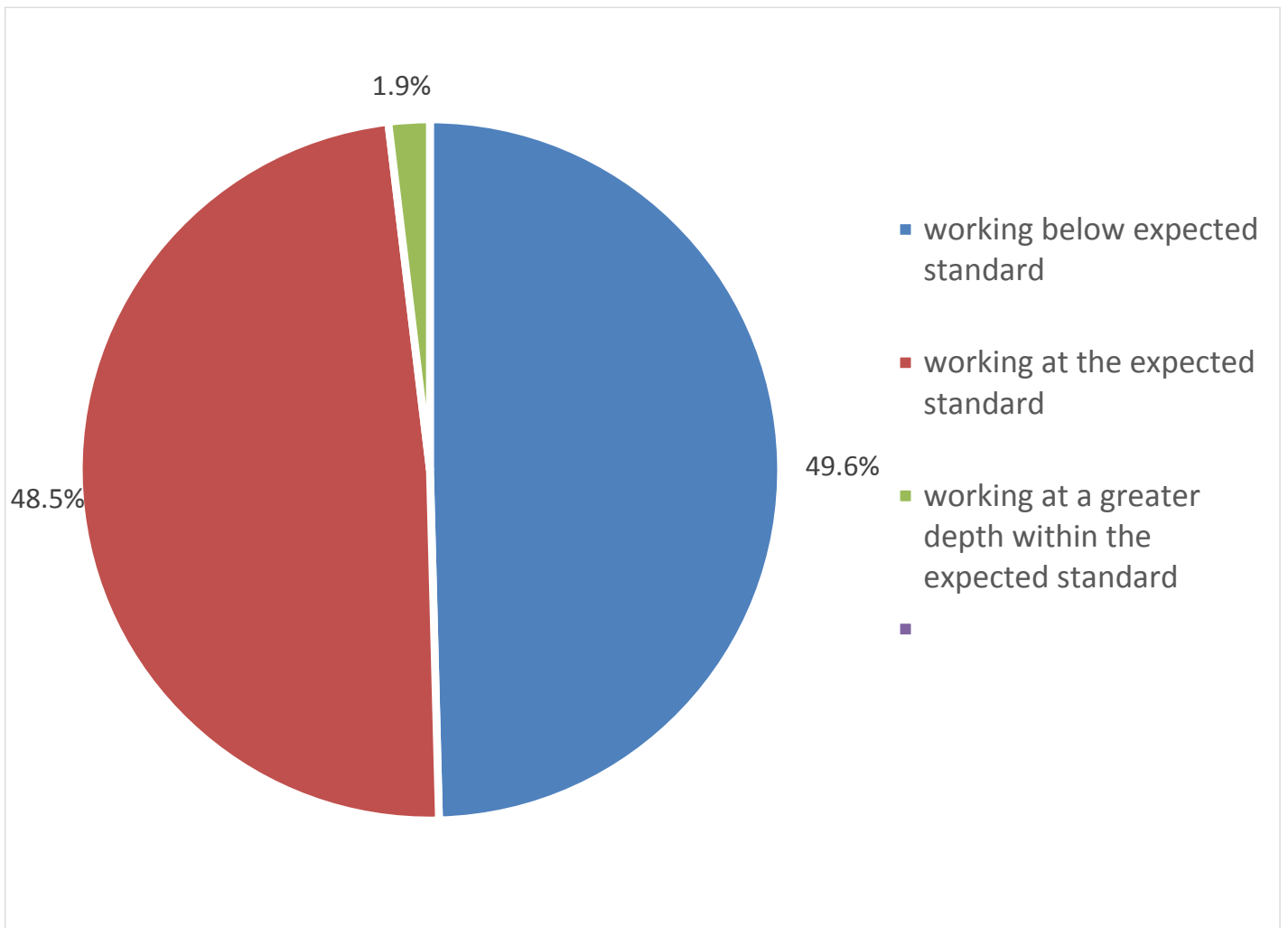


Figure 6.6B – End of Key Stage 2 National Curriculum Assessments Writing levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2015-16.

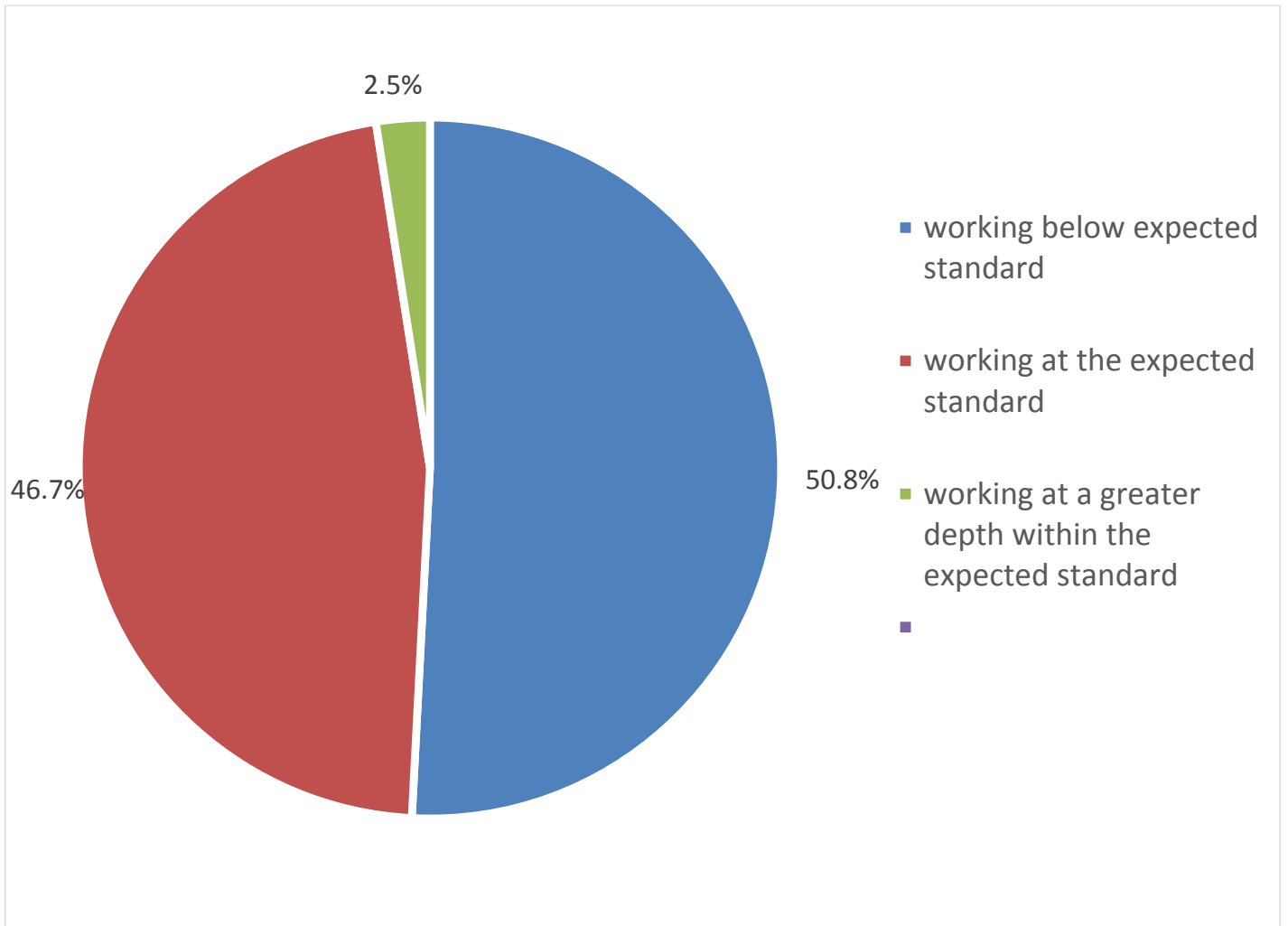


Table 6.7 and Table 6.8 show the power of Reading Recovery to close the attainment gap between particular cohort groups, notable boys and children in poverty. Table 6.7 shows the impact of all children who achieved accelerated progress at five or six years. Table 6.8 shows the impact on the cohort as a whole, including those who did not reach age related expectations at the end of the programme.

Table 6.7. - End of Key Stage 2 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics, UCL Institute of Education, 2015-16.

Characteristic	Key Stage 2 Reading						Key Stage 2 Writing					
	working below expected standard		working at expected standard		working at greater depth within expected standard		working below expected standard		working at expected standard		working at greater depth within expected standard	
	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age
Gender												
Female	229	43.2%	285	53.8%	16	3.0%	208	39.2%	303	57.1%	20	3.8%
Male	350	45.0%	413	53.2%	14	1.8%	385	49.4%	376	48.3%	18	2.3%
First Language												
English	434	46.7%	474	51.0%	22	2.4%	472	50.6%	439	47.1%	22	2.4%
Other	144	38.3%	224	59.6%	8	2.1%	120	31.9%	240	63.8%	16	4.3%
Poverty: Pupil premium/other indicator												
Yes	67	45.9%	78	53.4%	1	0.7%	79	54.1%	66	45.2%	1	0.7%
No	93	48.7%	95	49.7%	3	1.6%	90	47.1%	96	50.3%	5	2.6%
Not known	40	47.1%	42	49.4%	3	3.5%	40	47.1%	42	49.4%	3	3.5%
Not recorded	379	42.8%	483	54.6%	23	2.6%	384	43.2%	475	53.5%	29	3.3%

Note: These children were in Reading Recovery during 2010-11 or 2011-12, and had discontinued/completed programmes. They were in Year 6 during 2015-16, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued)

Source: International Literacy Centre: Annual Data Collection, 2015-16.

Table 6.8. – End of Key Stage 2 outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics, UCL Institute of Education, 2015-16.

Characteristic	Key Stage 2 Reading						Key Stage 2 Writing					
	<u>working below expected standard</u>		<u>working at expected standard</u>		<u>working at greater depth within expected standard</u>		<u>working below expected standard</u>		<u>working at expected standard</u>		<u>working at greater depth within expected standard</u>	
	number	%age	number	%age	number	%age	number	%age	number	%age	number	%age
Gender												
Female	306	49.1%	301	48.3%	16	2.6%	275	44.1%	328	52.6%	21	3.4%
Male	477	49.9%	464	48.6%	14	1.5%	528	55.2%	410	42.9%	18	1.9%
First Language												
English	594	52.1%	524	46.0%	22	1.9%	642	56.2%	477	41.8%	23	2.0%
Other	188	43.0%	241	55.1%	8	1.8%	160	36.6%	261	59.7%	16	3.7%
Poverty: Pupil premium/other indicator												
Yes	102	53.4%	88	46.1%	1	0.5%	118	61.8%	71	37.2%	2	1.0%
No	118	52.7%	103	46.0%	3	1.3%	115	51.3%	104	46.4%	5	2.2%
Not known	56	52.8%	47	44.3%	3	2.8%	58	54.7%	45	42.5%	3	2.8%
Not recorded	507	48.0%	527	49.9%	23	2.2%	512	48.3%	518	48.9%	29	2.7%

Note: These children were in Reading Recovery during 2010-11 or 2011-12, and had discontinued/completed programmes. They were in Year 6 during 2015-16, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued)

Source: International Literacy Centre: Annual Data Collection, 2015-16.

Table 6.7 and 6.8:

In the whole national cohort, including more able and more advantaged children, 62% of boys attained national standards in reading. Of the very low attaining boys who had received Reading Recovery, 51% attained national standard, a gap of just 11%.

In the whole national cohort it is estimated that 53% of children entitled to free school meals attained the national standard. Among children in Reading Recovery who were entitled to free school meals 47% achieved the national standard, a gap of just six.

Among children who had attained accelerated learning at age six, 54% of children in poverty attained the national standard, exceeding the national figure. Given that the national cohort included children of average and high ability, whereas the Reading Recovery cohort were all among the lowest attaining at age six, this represents a highly successful outcome.

7: What was the efficiency of the Reading Recovery implementation?

The training course for Reading Recovery teachers is one year long and is a part time, accredited professional development (PD) programme. Over the course of the year, already experienced teachers gradually learn the complex techniques, fine grained observation and sound professional judgment required to accelerate the learning of the most difficult to teach children. During this time the teachers will be teaching children in Reading Recovery, concurrent with attending PD sessions taught by a qualified teacher leader. After this initial year, Reading Recovery teachers continue to participate in ongoing PD under the support and guidance of their teacher leader, in order to maintain their accredited status.

a) Experience

Table 7.1 - Experience of Reading Recovery teachers: UCL Institute of Education, 2015-16.

Years of experience	number	percent
In training this year	190	16
2-3 years after training	272	22.9
4-5 years after training	203	17.1
More than five years	521	43.9

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

b) Teacher responsibilities

Trained Reading Recovery teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for the support of children who do not receive Reading Recovery. Those who combine Reading Recovery with class teaching are often able to demonstrate the application of Reading Recovery principles in the classroom. However, the demands made upon a Reading Recovery teacher's time can interrupt daily lessons and undermine the effectiveness of the intervention. Part time teachers, on the other hand, whose sole responsibility is Reading Recovery, can risk being marginalised, and their potential contribution to wider school standards, can be lost.

Table 7.2 - Days taught and days missed by Reading Recovery teachers: By teacher role, UCL Institute of Education, 2015-16.

Training role	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
RR Teacher Only	282	172.5	29.8	10.8	21.1
Class Teacher + RR	77	160.3	38	26.9	27.6
RR + Support	777	160.7	30.6	16.3	22.2
Other	50	144.1	44.5	22.1	19.9

NOTE: This table excludes teacher leaders.

NOTE: The difference in the total number of teachers is due to some teachers failing to enter data on their teacher role, or on days taught and missed.

NOTE: 'Other' teachers are those with additional responsibilities, such as deputy head teachers.

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

c) Days worked and missed

Children selected for Reading Recovery are those finding it hardest to learn literacy, and the steady build of daily lessons is an essential factor in enabling these children to make the accelerated progress necessary for them to catch up with their faster learning peers.

Table 7.3 - Number of Reading Recovery Lessons Missed by Programme Outcome, UCL Institute of Education, 2015-16.

Programme Outcome	Lessons Missed				Total
	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	
All Children					
Number of lessons	34302	21065	16515	39283	111165
Mean	5.2	3.2	2.5	5.9	16.8
Standard Dev.	5.6	3.1	4.3	7.0	11.9
Accelerated progress (discontinued)					
Number of lessons	24383	15652	12459	29359	81853
Mean	4.8	3.1	2.5	5.8	16.2
Standard Dev.	5.2	3.0	4.1	7.0	11.6
Progress (referred)					
Number of lessons	8418	4577	3310	8315	24620
Mean	6.9	3.7	2.7	6.8	20.1
Standard Dev.	6.6	3.5	5.0	7.3	12.7

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

d) Outcomes

Table 7.4 - Pupils served and programme lengths: By teacher training status, UCL Institute of Education, 2015-16.

Teacher training status/ Programme outcome	<u>Pupils Served</u>		<u>Programme Length</u>	
	number	percent	Mean	SD
Teachers in training				
Accelerated progress (discontinued)	782	82.6	18.6	5.1
Progress (referred)	165	17.4	20.1	4.7
Experienced teachers				
Accelerated progress (discontinued)	4456	80.6	17.8	5.0
Progress (referred)	1070	19.4	19.9	4.5

SOURCE: *International Literacy Centre: Annual Data Collection, 2015-16*

Reading Recovery is a short-term intervention, and there is an imperative for teachers to work briskly. There is no set length to children's programmes; teachers tend to take a little longer to achieve their goals during the year of training and children who start with very little in place may take longer to get under way.

Tables 7.1 – 7.4:

In spite of the financial difficulties schools faced in 2016, 178 new Reading Recovery teachers were trained. Half of the cohort has now been in Reading Recovery for more than five years, suggesting that schools which have an established implementation feel the benefit and are endeavouring to retain access to effective literacy intervention for their children.

Teachers whose sole responsibility was Reading Recovery were more able to deliver daily lessons for children, which is known to improve outcomes. Children who did not make accelerated progress were those who missed more lessons, either because of their own absence or because the teacher was in school but directed to other duties. These children missed on average the equivalent of four weeks of teaching, one in five lessons.

Appendix A: Progress in Reading Recovery

Typical text at Reading Recovery level one

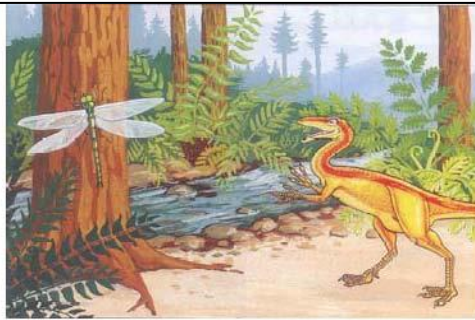
I am a cat.



Typical text at Reading Recovery level eight

A green dragonfly
came to sit on a tree
down by the river.

Little Dinosaur looked at it.
He liked to eat dragonflies.



Typical text at Reading Recovery level seventeen

Toby stopped, and BJ jumped down
to have a look at the car.
“Mm-mm,” said BJ.
“The car must have been
going very fast.
The pole is cracked
and it could fall over.”

“The power has been turned off,”
said the policewoman.

“I don’t like the look of this job,
Toby,” said BJ,
as he got back into the tow truck.
“That pole could move
when we pull the car away.”

