

Reading Recovery™ annual report for UCL Institute of Education: 2017-18

**Reading Recovery Europe
International Literacy Centre**

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Reading Recovery UCL Institute of Education report summary page for academic year 2017-18

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): 5519

Number of children served in other interventions:

BRP: 1380

Fischer Family Trust Wave 3: 430

Talking Partners: 54

Early Literacy Support: 4

Other: 851

RR-led Intervention: 370

Switch-on: 22

Total number of children reported having had support: 8630

Reading Recovery teaching

Number of schools in the implementation: 723

Number of Reading Recovery teachers: 828 in training: 130 experienced: 698

Make-up of the cohort

Year 1: 3426

Year 2: 2006

Year 3: 73

Boys: 3125

Girls: 2394

Percentage of children reported as disadvantaged: 50.2%

Percentage of children reported as speaking EAL: 20.7%

Percentage of children reported as in special groups, such as Looked After Children (LAC): 5.8%

Outcomes

Percentage of all children served with *completed* Reading Recovery programmes: 71.9%

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*: 23.4%

Progress made during Reading Recovery

Average Book Level at entry to Reading Recovery: 2.1

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

Average Book Level on exit for *referred* children: 10.1

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:19.0

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 | 44.6% | 48.5% | 54.1% | 53.1% |
| working at greater depth | 3.1% | 5.5% | 3.8% | 6.3% |
| Writing | | | | |
| working at the expected standard | 33.8% | 48.4% | 41.1% | 54.1% |
| working at greater depth | 1.1% | 2.9% | 1.4% | 3.4% |

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).

Reading Recovery benefits the whole school population. Every Child a Reader (ECaR) is one example of using Reading Recovery to support pupils more widely. It is a school-wide strategy for raising attainment specifically in Key Stage 1, through a layered approach to intervention, with Reading Recovery at its 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 are seen for children across the United Kingdom and the 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 2017-18 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, 2017-18.

| Programme / Intervention Name | number |
|-------------------------------|-------------|
| Reading Recovery | 5519 |
| BRP | 1380 |
| Fischer Family Trust Wave 3 | 430 |
| Talking Partners | 54 |
| Early Literacy Support | 4 |
| Other | 851 |
| RR-led Intervention | 370 |
| Sw itch-on | 22 |
| Total | 8630 |

SOURCE: *International Literacy Centre: Annual Data Collection, 2017-18*

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.

Disadvantage (pupil premium or other disadvantage indicator)

Research has shown persistent links between economic deprivation and literacy difficulties. In English 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 school pupil)² for children eligible for Pupil Premium. This is one of the means by which schools in England fund intervention. In the Republic of Ireland, schools are assessed for relative concentrations of social deprivation and ranked accordingly in order to target school support funding under the DEIS (Delivering Equality of Opportunity in Schools) plan.

Special cohort group

Certain groups of children have been shown to be vulnerable to academic underachievement, including children in the ethnic group 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 (2017) <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings#funding-for-financial-year-2016-to-2017>

Table 1.2 - Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UCL Institute of Education, 2017-18.

| Description | All Programmes | | Completed Programmes | |
|--|----------------|-------------|----------------------|-------------|
| | number | percent | number | percent |
| All Children | 5519 | 100 | 3968 | 100 |
| Year Group | | | | |
| Not recorded | 8 | 0.1 | 4 | 0.1 |
| Age 6-7 | 2006 | 36.3 | 1840 | 46.4 |
| Age 7-8 | 73 | 1.3 | 67 | 1.7 |
| Age 5-6 | 3432 | 62.2 | 2057 | 51.8 |
| Programme Started | | | | |
| This year | 4494 | 81.4 | 2986 | 75.3 |
| Last year | 989 | 17.9 | 951 | 24 |
| Not Recorded | 36 | 0.7 | 31 | 0.8 |
| Gender | | | | |
| Boys | 3125 | 56.6 | 2229 | 56.2 |
| Girls | 2394 | 43.4 | 1739 | 43.8 |
| Poverty - pupil premium/other indicator | | | | |
| Yes | 2771 | 50.2 | 1947 | 49.1 |
| No | 2538 | 46 | 1869 | 47.1 |
| Not know n | 210 | 3.8 | 152 | 3.8 |
| First Language | | | | |
| English | 4368 | 79.1 | 3095 | 78 |
| Not English | 1143 | 20.7 | 867 | 21.8 |
| Not Recorded | 8 | 0.1 | 6 | 0.2 |
| Special Cohort Group | | | | |
| Asylumseeker or refugee child | 21 | 0.4 | 17 | 0.4 |
| 'Looked after' child | 63 | 1.1 | 46 | 1.2 |
| No | 5150 | 93.3 | 3717 | 93.7 |
| Not Appropriate / Unknow n | 48 | 0.9 | 26 | 0.7 |
| Other special group | 42 | 0.8 | 37 | 0.9 |
| Special teaching unit | 1 | 0 | 0 | 0 |
| Traveller child | 194 | 3.5 | 125 | 3.2 |
| Ethnicity | | | | |
| White | 4450 | 80.6 | 3160 | 79.6 |
| White British | 1781 | 32.3 | 1329 | 33.5 |
| Irish | 2081 | 37.7 | 1399 | 35.3 |
| Eastern European | 421 | 7.6 | 303 | 7.6 |
| Any Other White background | 167 | 3 | 129 | 3.3 |
| Mixed | 248 | 4.5 | 176 | 4.4 |
| White and Black Caribbean | 92 | 1.7 | 70 | 1.8 |
| White and Black African | 43 | 0.8 | 29 | 0.7 |
| White and Asian | 36 | 0.7 | 26 | 0.7 |
| Any Other Mixed background | 77 | 1.4 | 51 | 1.3 |
| Asian | 408 | 7.4 | 318 | 8 |
| Indian | 72 | 1.3 | 53 | 1.3 |
| Pakistani | 113 | 2 | 89 | 2.2 |
| Bangladeshi | 111 | 2 | 93 | 2.3 |
| Any Other Asian background | 112 | 2 | 83 | 2.1 |
| Black | 293 | 5.3 | 220 | 5.5 |
| Caribbean | 43 | 0.8 | 34 | 0.9 |
| African | 202 | 3.7 | 150 | 3.8 |
| Any Other Black background | 48 | 0.9 | 36 | 0.9 |
| Chinese | 21 | 0.4 | 16 | 0.4 |
| Other Ethnic Group | 70 | 1.3 | 58 | 1.5 |
| Not Appropriate/ Unknown | 29 | 0.5 | 20 | 0.5 |

Table 1.2 - Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UCL Institute of Education, 2017-18.

| Description | All Programmes | | Completed Programmes | |
|------------------------|----------------|---------|----------------------|---------|
| | number | percent | number | percent |
| Season of Birth | | | | |
| Autumn | 1908 | 34.6 | 1432 | 36.1 |
| Spring | 1836 | 33.3 | 1257 | 31.7 |
| Summer | 1773 | 32.1 | 1279 | 32.2 |
| Not Recorded | 2 | 0 | 0 | 0 |

NOTE: "All Programmes" includes every child served by Reading Recovery in 2017-18. "Completed Programmes" are only those children whose programmes were actually completed during 2017-18.

SOURCE: International Literacy Centre: Annual Data Collection, 2017-18

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, 2017-18.

| Outcome | All Programmes | | Completed Programmes | |
|-------------------------------------|----------------|---------|----------------------|---------|
| | Number | Percent | Number | Percent |
| Accelerated progress (discontinued) | 3211 | 58.2 | 3211 | 80.9 |
| Progress (referred) | 757 | 13.7 | 757 | 19.1 |
| Ongoing | 1290 | 23.4 | 0 | 0 |
| Incomplete | 194 | 3.5 | 0 | 0 |
| Left | 67 | 1.2 | 0 | 0 |

NOTE: "All Programmes" includes every child entering Reading Recovery in 2017-18. "Completed Programmes" are only those children whose programmes were actually completed during 2017-18. Children who did not complete in 2017-18 are expected to do so in 2018-19.

SOURCE: International Literacy Centre: Annual Data Collection, 2017-18

b) Disaggregated outcomes

Table 2.2 - Background characteristics, programme participation and outcomes of children who completed the programme, UCL Institute of Education, 2017-18.

| 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 | 3968 | 100% | 72.8 | 2.1 | 14.1 | 1.1 | 2.8 | 80.9% |
| Year Group | | | | | | | | |
| Age 5-6 | 2057 | 51.8% | 70.6 | 1.6 | 13.6 | 1.1 | 3.2 | 80.1% |
| Age 6-7 | 1840 | 46.4% | 75.7 | 2.6 | 14.6 | 1.2 | 2.6 | 81.4% |
| Age 7-8 | 67 | 1.7% | 64.4 | 3.7 | 14.5 | 1.3 | 3.2 | 92.5% |
| Not know n | 4 | 0.1% | 54.8 | 5.0 | 11.8 | -1.0 | 0.0 | 100% |
| Gender | | | | | | | | |
| Female | 1739 | 43.8% | 72.3 | 2.3 | 14.1 | 1.1 | 2.7 | 83.1% |
| Male | 2229 | 56.2% | 73.2 | 2.0 | 14.1 | 1.2 | 2.8 | 79.2% |
| First Language | | | | | | | | |
| English | 3095 | 78% | 73.5 | 2.1 | 14.0 | 1.1 | 2.6 | 80.5% |
| Other | 867 | 21.8% | 70.4 | 2.2 | 14.3 | 1.3 | 3.2 | 82.7% |
| Not know n | 6 | 0.2% | 77.0 | 1.3 | 15.2 | 4.0 | 4.0 | 66.7% |
| Poverty - Pupil premium/other poverty indicator | | | | | | | | |
| Yes | 1947 | 49.1% | 73.9 | 1.9 | 14.1 | 1.1 | 2.7 | 79.9% |
| No | 1869 | 47.1% | 72.1 | 2.2 | 14.1 | 1.1 | 2.8 | 81.8% |
| Not know n | 152 | 3.8% | 68.1 | 3.4 | 13.4 | 1.5 | 3.3 | 83.6% |
| Special Cohort Group | | | | | | | | |
| No | 3717 | 93.7% | 72.5 | 2.2 | 14.1 | 1.1 | 2.8 | 81.4% |
| 'Looked after' child | 46 | 1.2% | 75.7 | 2.0 | 14.1 | 1.2 | 3.1 | 82.6% |
| Traveller child | 125 | 3.2% | 78.0 | 1.3 | 12.9 | 1.3 | 2.3 | 66.4% |
| Asylum seeker or refugee child | 17 | 0.4% | 72.9 | 1.7 | 13.8 | 0.7 | 0.0 | 82.4% |
| Other special group | 37 | 0.9% | 78.8 | 1.9 | 13.6 | 0.6 | 2.9 | 75.7% |
| Not Appropriate / Unknow n | 26 | 0.7% | 74.1 | 2.3 | 14.5 | 0.6 | -0.8 | 88.5% |
| Season of Birth | | | | | | | | |
| Autumn | 1432 | 36.1% | 73.9 | 1.8 | 14.0 | 1.3 | 3.0 | 80.7% |
| Spring | 1257 | 31.7% | 72.1 | 2.2 | 14.3 | 1.1 | 2.6 | 82.3% |
| Summer | 1279 | 32.2% | 72.4 | 2.4 | 14.0 | 1.0 | 2.8 | 79.9% |
| Ethnicity | | | | | | | | |
| White | 3160 | 79.6% | 73.4 | 2.1 | 14.0 | 1.1 | 2.7 | 80.1% |
| White British | 1329 | 33.5% | 71.0 | 2.0 | 13.5 | 1.1 | 2.7 | 75.8% |
| Irish | 1399 | 35.3% | 76.2 | 2.2 | 14.5 | 1.1 | 2.6 | 83.5% |
| Eastern European | 303 | 7.6% | 72.1 | 2.1 | 14.6 | 1.4 | 3.2 | 81.5% |
| Any Other White background | 129 | 3.3% | 69.4 | 2.8 | 13.4 | 1.1 | 4.0 | 84.5% |
| Mixed | 176 | 4.4% | 72.1 | 1.9 | 13.9 | 1.2 | 2.7 | 80.1% |
| White and Black Caribbean | 70 | 1.8% | 70.9 | 1.5 | 13.8 | 1.1 | 2.9 | 77.1% |
| White and Black African | 29 | 0.7% | 75.4 | 2.1 | 13.6 | 0.7 | 2.0 | 75.9% |
| White and Asian | 26 | 0.7% | 68.9 | 2.6 | 14.7 | 1.6 | 4.0 | 92.3% |
| Any Other Mixed background | 51 | 1.3% | 73.5 | 2.1 | 13.6 | 1.2 | 2.1 | 80.4% |
| Asian | 318 | 8% | 69.7 | 2.0 | 14.4 | 1.1 | 2.9 | 84.9% |
| Indian | 53 | 1.3% | 68.7 | 2.0 | 13.3 | 0.5 | 2.3 | 77.4% |
| Pakistani | 89 | 2.2% | 71.8 | 1.8 | 14.3 | 0.7 | 2.6 | 78.7% |
| Bangladeshi | 93 | 2.3% | 67.0 | 2.0 | 15.1 | 1.3 | 3.1 | 93.5% |
| Any Other Asian background | 83 | 2.1% | 71.2 | 2.4 | 14.3 | 1.9 | 3.3 | 86.7% |
| Black | 220 | 5.5% | 70.8 | 2.3 | 14.5 | 1.2 | 2.8 | 85% |
| Caribbean | 34 | 0.9% | 69.5 | 2.8 | 14.1 | 1.2 | 1.8 | 91.2% |
| African | 150 | 3.8% | 72.0 | 2.3 | 14.4 | 1.2 | 3.1 | 82.7% |
| Any Other Black background | 36 | 0.9% | 67.0 | 2.1 | 15.3 | 1.1 | 2.7 | 88.9% |
| Chinese | 16 | 0.4% | 66.1 | 1.8 | 14.9 | 2.0 | 5.5 | 93.8% |
| Other Ethnic Group | 58 | 1.5% | 71.3 | 1.8 | 14.5 | 1.5 | 3.0 | 82.8% |
| Not Appropriate / Unknown | 20 | 0.5% | 75.4 | 1.9 | 15.3 | 0.7 | 3.7 | 90% |

SOURCE: *International Literacy Centre: Annual Data Collection, 2017-18*

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, 2017-18.

| Outcome/Time | Total pupils | Mean | SD | Minimum | Maximum |
|--|--------------|------|------|---------|---------|
| Accelerated progress (discontinued) | | | | | |
| Weeks | 3196 | 18.7 | 5.3 | 1 | 35 |
| Lessons | 3201 | 71.5 | 19.5 | 1 | 152 |
| Lost lessons | 3196 | 22 | 15.5 | -32 | 125 |
| Progress (referred) | | | | | |
| Weeks | 751 | 20.7 | 4.9 | 5 | 35 |
| Lessons | 752 | 78.5 | 19 | 18 | 150 |
| Lost lessons | 751 | 25.1 | 17.7 | -4 | 120 |

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, 2017-18*

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, 2017-18.

| Assessment Point | Total Pupils | Book Level | | Letter Identification | | Concepts about Print | | Word Test | | Writing Vocabulary | | HRSIW | | BAS Reading Age | PhAb Standard Score |
|---|--------------|-------------------|-----|------------------------------|-----|-----------------------------|-----|------------------|-----|---------------------------|------|--------------|------|------------------------|----------------------------|
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | Mean | | |
| Entry | 3968 | 2.1 | 2.6 | 43.6 | 9.7 | 12.1 | 3.8 | 9.2 | 6.2 | 11.9 | 9.8 | 23.3 | 9.8 | 5:4 | 92 |
| At discontinuing (accelerated progress) | 3211 | 17.7 | 2.6 | 52.7 | 2.4 | 20.2 | 2.7 | 22 | 1.7 | 40.8 | 15.6 | 35.5 | 2.4 | 6:4 | 104 |
| At referral (progress) | 757 | 10.1 | 3.6 | 49.1 | 6.7 | 17 | 3.3 | 17.3 | 4.9 | 25 | 12.3 | 30.9 | 6.5 | 5:10 | 96 |
| All completed programmes | 3968 | 16.2 | 4.1 | 52 | 3.9 | 19.6 | 3.1 | 21.1 | 3.2 | 37.8 | 16.3 | 34.6 | 4 | 6:4 | 102 |

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

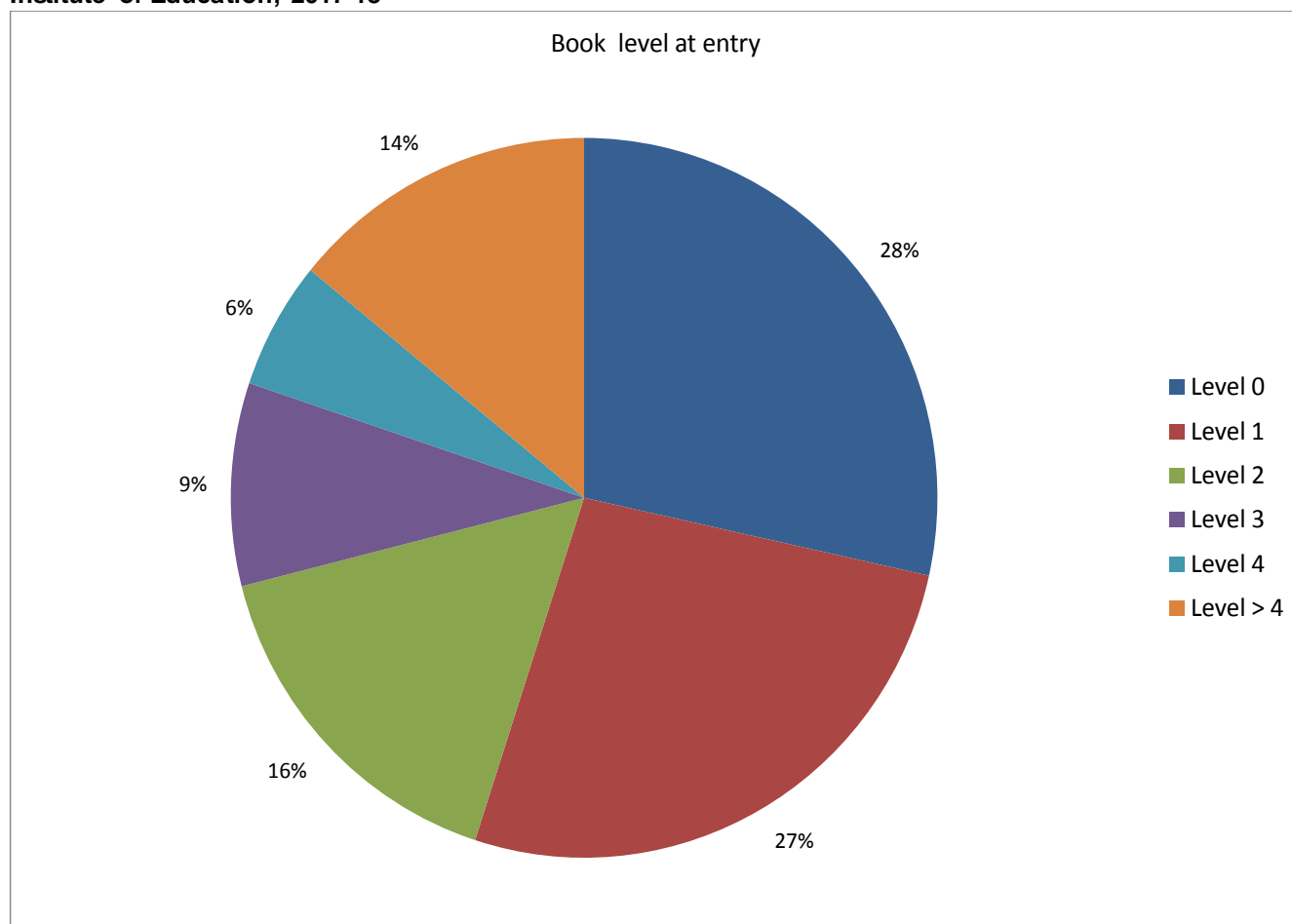
NOTE: PhAb is optional and not required data

SOURCE: *International Literacy Centre: Annual Data Collection, 2017-18*

Table 3.1:

Look across the range of Observation Survey tasks. Can you see any trends here? Look at the writing vocabulary – are the children reaching average stanines? Look carefully at BAS outcomes – you may want to revisit the raw scores and have a look at the types of words children are mis-reading in this assessment.

Figure 3.1 - Book Level on programme entry, for children with completed programme outcomes: UCL Institute of Education, 2017-18



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, 2017-18.

| Year Group | Total Pupils | Book Level Mean | Letter Identification Mean | CaP Mean | Word Test Mean | Writing Vocabulary Mean | HRSIW Mean | BAS Age Mean | PhAb Standard Score Mean |
|------------|--------------|-----------------|----------------------------|----------|----------------|-------------------------|------------|--------------|--------------------------|
| Age 4-5 | 3 | 17 | 51.7 | 20.3 | 20.7 | 42.3 | 35.7 | 6:4 | |
| Age 5-6 | 1641 | 16.6 | 52.6 | 19.7 | 21.9 | 38 | 35.4 | 6:4 | 108 |
| Age 6-7 | 1482 | 18.7 | 52.7 | 20.6 | 22.1 | 43.8 | 35.6 | 6:4 | 101 |
| Age 7-8 | 62 | 18.8 | 53 | 21.5 | 22.3 | 46.2 | 35.9 | 6:4 | 97 |

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, 2017-18

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, 2017-18.

| 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 | 6145 | 17.6 | 2.5 | 40.1 | 14.7 | 6:4 | 105.9 |
| 3 month follow up | 4087 | 18.8 | 3.2 | 44.4 | 15.9 | 6:7 | 107 |
| 6 month follow up | 2771 | 20.4 | 3.4 | 49.3 | 17.3 | 6:10 | 106.7 |

NOTE: This group includes all children who had follow-up only testing in 2017-18. (i.e. those who completed their programmes in 2016-17 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, 2017-18*

b) Progress (referred)

Table 5.2 - Follow-up scores on *Observation Survey* tasks of children referred after Reading Recovery programmes: UCL Institute of Education, 2017-18

| 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 | 1367 | 10.1 | 3.7 | 24.6 | 11.9 | 5:10 | 97.3 |
| 3 month follow up | 806 | 10.5 | 4.2 | 27.3 | 13.2 | 5:10 | 97.6 |
| 6 month follow up | 553 | 11.8 | 4.8 | 30 | 14.8 | 6:1 | 99.2 |

NOTE: This group includes all children who had follow-up only testing in 2017-18. (i.e. those who completed their programmes in 2016-17 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, 2017-18*

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, 2017-18.

| 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 | 1020 | 81.8% | 1000 | 80.2% | 47 | 3.8% | 96 | 7.8% |
| Working towards expected standard | 210 | 16.8% | 223 | 17.9% | 467 | 38.2% | 703 | 57.4% |
| Working at expected standard | 17 | 1.4% | 24 | 1.9% | 689 | 56.3% | 414 | 33.8% |
| Working at greater depth within expected standard | 0 | 0.0% | 0 | 0.0% | 21 | 1.7% | 11 | 0.9% |
| All completed programmes | | | | | | | | |
| Working below expected standard | 1360 | 84.5% | 1339 | 83.2% | 200 | 12.7% | 268 | 17% |
| Working towards expected standard | 232 | 14.4% | 243 | 15.1% | 653 | 41.4% | 872 | 55.3% |
| Working at expected standard | 18 | 1.1% | 27 | 1.7% | 703 | 44.6% | 426 | 27% |
| Working at greater depth within expected standard | 0 | 0.0% | 0 | 0.0% | 21 | 1.3% | 11 | 0.7% |

SOURCE: *International Literacy Centre: Annual Data Collection, 2017-18*

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, 2017-18.

| Y1 Children | Phonics check in current year | | |
|------------------|-------------------------------|-------|---------|
| | Number | Score | %Passed |
| All programmes | 1596 | 28.3 | 59.7% |
| Discontinued | 925 | 33.4 | 81.3% |
| Not yet complete | 463 | 21.9 | 32.8% |

| Y2 Children | Phonics check retest | | |
|--|----------------------|-------|----------|
| | Number | Score | % passed |
| Still in RR at time of test | 53 | 30.5 | 62.3% |
| Discontinued in Y2 | 267 | 33.4 | 78.7% |
| Discontinued in Y1 and failed check first time | 176 | 33.8 | 84.1% |

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, 2017-18.

| Programme Outcome/ National Assessment Level | <u>Key Stage 1 Reading</u> | | <u>Key Stage 1 Writing</u> | |
|---|----------------------------|---------|----------------------------|---------|
| | number | percent | number | percent |
| Accelerated progress (discontinued) | | | | |
| Working below expected standard | 64 | 4.5% | 102 | 7.2% |
| Working towards expected standard | 530 | 37.5% | 709 | 50.2% |
| Working at expected standard | 764 | 54.1% | 581 | 41.1% |
| Working at greater depth within expected standard | 54 | 3.8% | 20 | 1.4% |
| All completed programmes | | | | |
| Working below expected standard | 227 | 12.9% | 278 | 15.8% |
| Working towards expected standard | 695 | 39.5% | 868 | 49.3% |
| Working at expected standard | 785 | 44.6% | 595 | 33.8% |
| Working at greater depth within expected standard | 54 | 3.1% | 20 | 1.1% |

SOURCE: International Literacy Centre: Annual Data Collection, 2017-18.

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, 2017-18.

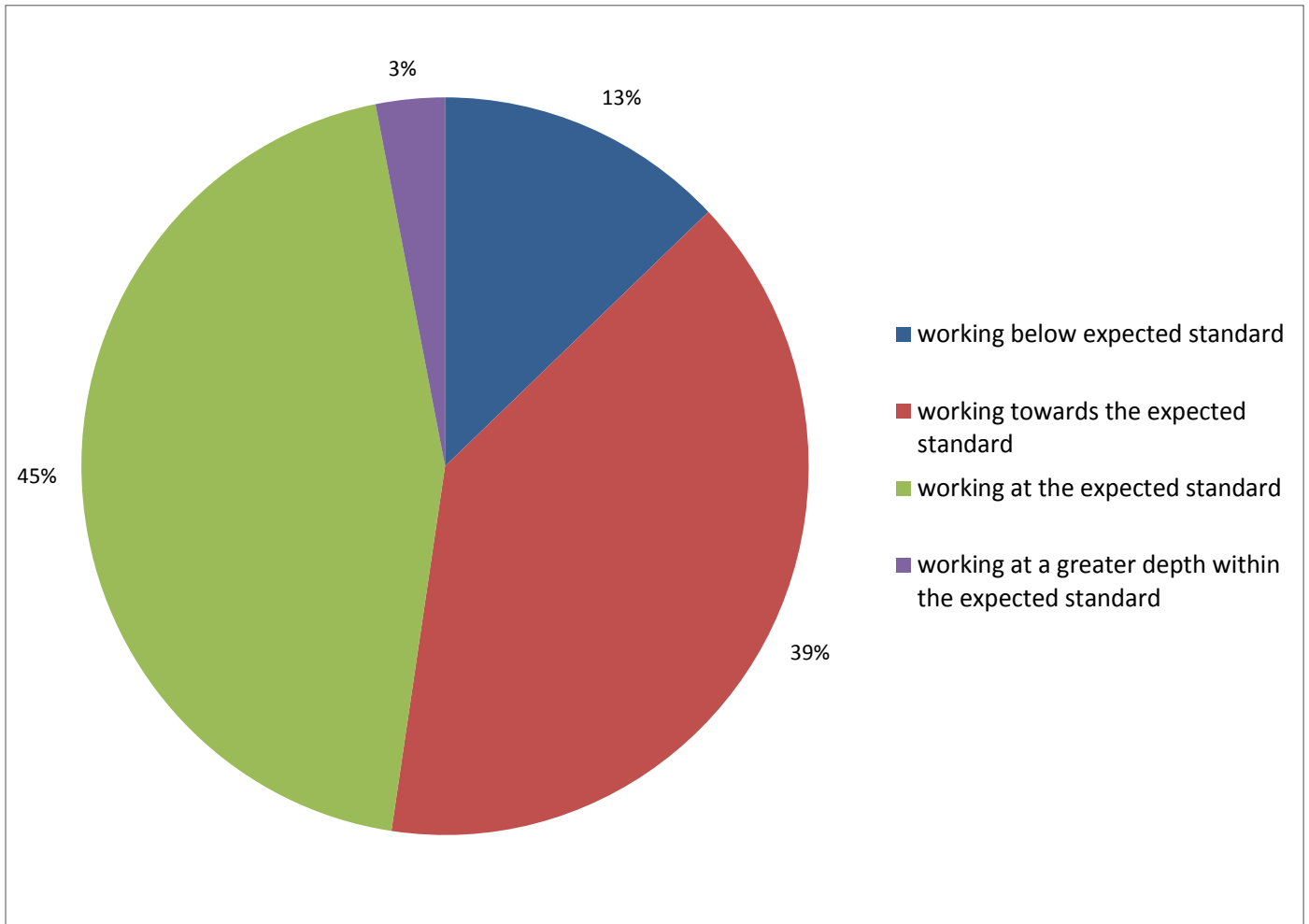


Figure 6.3B - End of Key Stage 1 National Curriculum Assessments Writing levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2017-18.

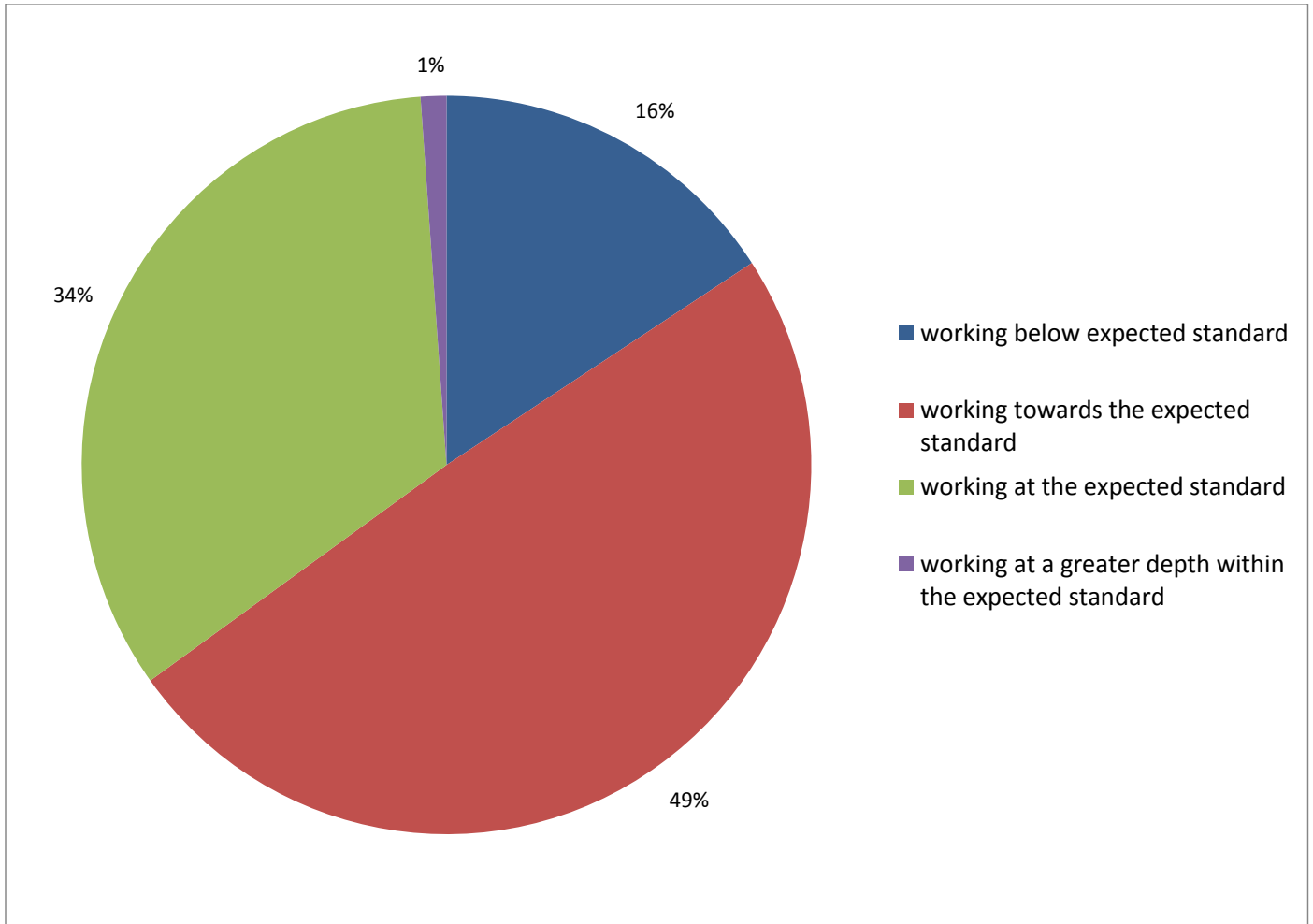


Table 6.4 shows the impact of achieving accelerated learning on closing the attainment gap. Table 6.5 shows the impact for all children who received the programme, including those who did not achieve the goals.

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, 2017-18.

| 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 | 26 | 4.3% | 199 | 32.8% | 361 | 59.5% | 21 | 3.5% | 32 | 5.3% | 273 | 45% | 293 | 48.3% | 9 | 1.5% |
| Male | 38 | 4.7% | 331 | 41.1% | 403 | 50.1% | 33 | 4.1% | 70 | 8.7% | 436 | 54.2% | 288 | 35.8% | 11 | 1.4% |
| First Language | | | | | | | | | | | | | | | | |
| English | 50 | 5.1% | 399 | 40.8% | 495 | 50.6% | 35 | 3.6% | 77 | 7.9% | 527 | 53.8% | 364 | 37.2% | 11 | 1.1% |
| Other | 14 | 3.2% | 131 | 30.3% | 269 | 62.1% | 19 | 4.4% | 25 | 5.8% | 182 | 42% | 217 | 50.1% | 9 | 2.1% |
| Poverty: Pupil premium/other indicator | | | | | | | | | | | | | | | | |
| Yes | 23 | 3.8% | 238 | 39.4% | 319 | 52.8% | 24 | 4% | 49 | 8.1% | 309 | 51.2% | 240 | 39.7% | 6 | 1% |
| No | 39 | 5% | 279 | 36.1% | 426 | 55.1% | 29 | 3.8% | 48 | 6.2% | 384 | 49.7% | 328 | 42.4% | 13 | 1.7% |
| Not know n | 2 | 5.9% | 13 | 38.2% | 18 | 52.9% | 1 | 2.9% | 5 | 14.7% | 16 | 47.1% | 12 | 35.3% | 1 | 2.9% |
| Not recorded | 0 | 0.0% | 0 | 0.0% | 1 | 100% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100% | 0 | 0.0% |

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, 2017-18.

| 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 | 82 | 11.2% | 263 | 35.8% | 368 | 50.1% | 21 | 2.9% | 93 | 11.2% | 335 | 35.8% | 297 | 40.5% | 9 | 1.2% |
| Male | 145 | 14.1% | 432 | 42.1% | 417 | 40.6% | 33 | 3.2% | 185 | 14.1% | 533 | 42.1% | 298 | 29% | 11 | 1.1% |
| First Language | | | | | | | | | | | | | | | | |
| English | 177 | 14.2% | 521 | 41.8% | 512 | 41.1% | 35 | 2.8% | 217 | 14.2% | 642 | 41.8% | 375 | 30.1% | 11 | 0.9% |
| Other | 50 | 9.7% | 174 | 33.7% | 273 | 52.9% | 19 | 3.7% | 61 | 9.7% | 226 | 33.7% | 220 | 42.6% | 9 | 1.7% |
| Poverty: Pupil premium/other indicator | | | | | | | | | | | | | | | | |
| Yes | 104 | 13.6% | 307 | 40.3% | 327 | 42.9% | 24 | 3.1% | 137 | 13.6% | 374 | 40.3% | 245 | 32.2% | 6 | 0.8% |
| No | 119 | 12.4% | 371 | 38.8% | 437 | 45.7% | 29 | 3% | 134 | 12.4% | 474 | 38.8% | 335 | 35% | 13 | 1.4% |
| Not know n | 4 | 9.5% | 17 | 40.5% | 20 | 47.6% | 1 | 2.4% | 7 | 9.5% | 20 | 40.5% | 14 | 33.3% | 1 | 2.4% |
| Not recorded | 0 | 0.0% | 0 | 0.0% | 1 | 100% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100% | 0 | 0.0% |

NOTE: This table includes all Reading Recovery and Follow -up Only children who were in Year 2 during 2017-18, 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, 2017-18.

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, 2017-18.

| Programme Outcome/ National Assessment Level | Key Stage 2 Reading | | Key Stage 2 Writing | |
|---|---------------------|---------|---------------------|---------|
| | number | percent | number | percent |
| Accelerated progress (discontinued) | | | | |
| Working below expected standard | 313 | 41.5% | 325 | 43.1% |
| Working at expected standard | 393 | 52.1% | 403 | 53.4% |
| Working at greater depth within expected standard | 49 | 6.5% | 26 | 3.4% |
| All completed programmes | | | | |
| Working below expected standard | 425 | 47% | 448 | 49.6% |
| Working at expected standard | 429 | 47.4% | 430 | 47.6% |
| Working at greater depth within expected standard | 51 | 5.6% | 26 | 2.9% |

Note: These children were in Reading Recovery during 2012-13 or 2013-14, and had discontinued/completed programmes. They were in Year 6 during 2017-18, 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, 2017-18.

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, 2017-18.

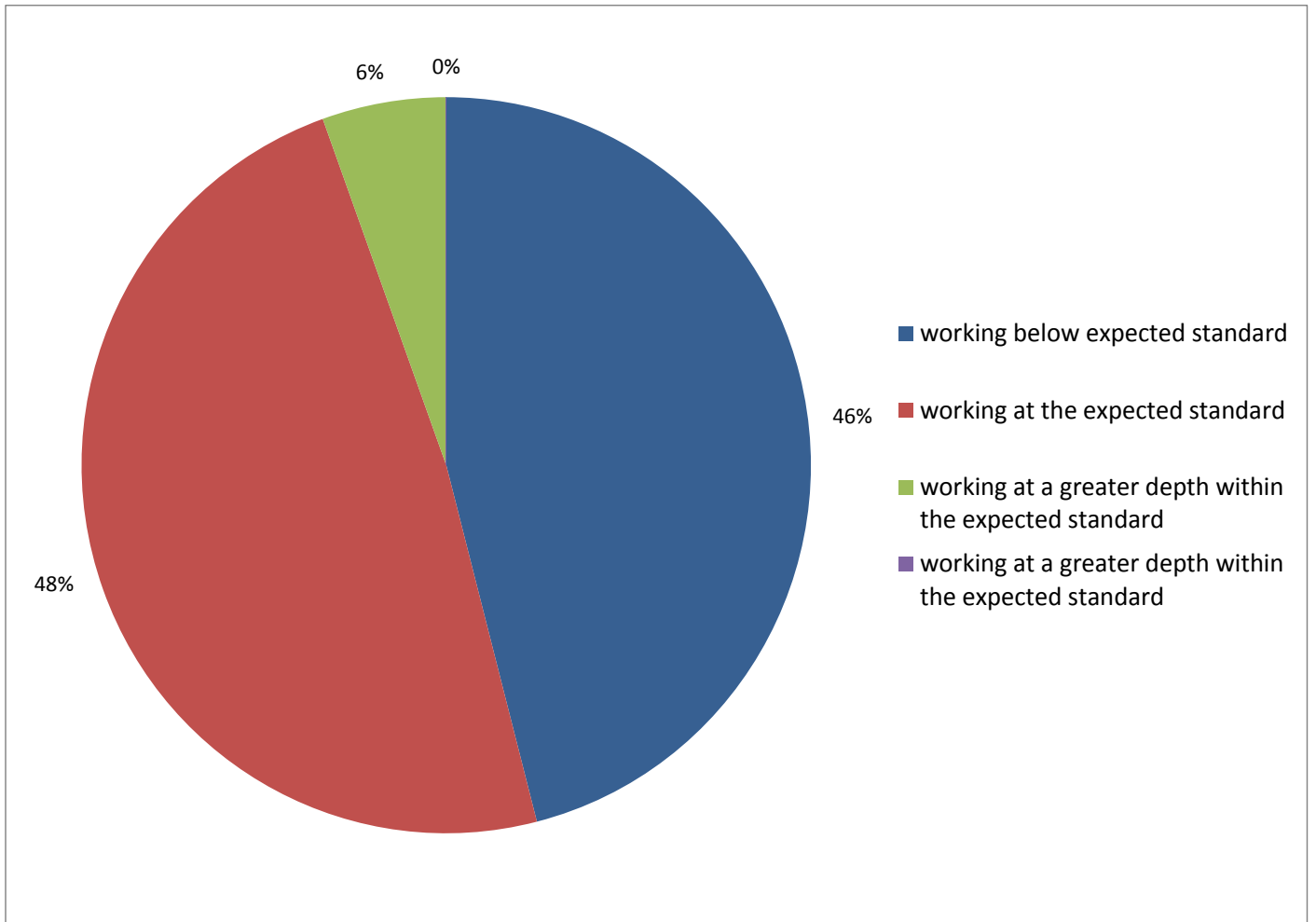


Figure 6.6B – End of Key Stage 2 National Curriculum Assessments Writing levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2017-18.

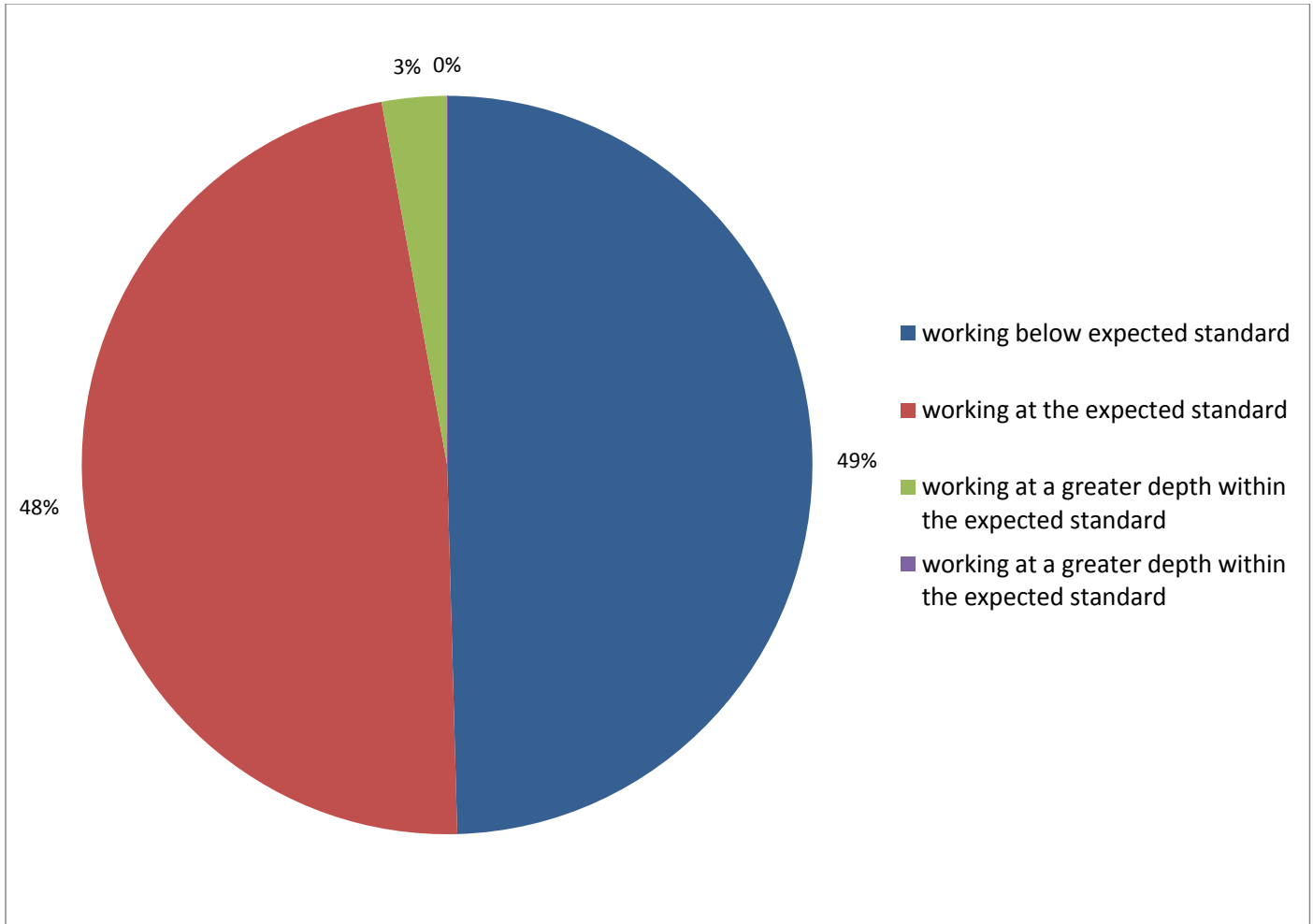


Table 6.7 and Table 6.8 show the power of Reading Recovery to close the attainment gap between particular cohort groups, notable boys and children in poverty. Table 6.7 shows the impact of all children who achieved accelerated progress at five or six years. Table 6.8 shows the impact on the cohort as 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, 2017-18.

| 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 | 122 | 39.6% | 166 | 53.9% | 20 | 6.5% | 118 | 38.4% | 172 | 56% | 17 | 5.5% |
| Male | 191 | 42.7% | 227 | 50.8% | 29 | 6.5% | 207 | 46.3% | 231 | 51.7% | 9 | 2% |
| First Language | | | | | | | | | | | | |
| English | 247 | 43% | 292 | 50.8% | 36 | 6.3% | 275 | 47.8% | 284 | 49.4% | 16 | 2.8% |
| Other | 66 | 36.7% | 101 | 56.1% | 13 | 7.2% | 50 | 27.9% | 119 | 66.5% | 10 | 5.6% |
| Poverty: Pupil premium/other indicator | | | | | | | | | | | | |
| Yes | 133 | 43.5% | 158 | 51.6% | 15 | 4.9% | 141 | 46.1% | 158 | 51.6% | 7 | 2.3% |
| No | 146 | 39.2% | 197 | 53% | 29 | 7.8% | 150 | 40.4% | 205 | 55.3% | 16 | 4.3% |
| Not known | 30 | 44.8% | 34 | 50.7% | 3 | 4.5% | 30 | 44.8% | 35 | 52.2% | 2 | 3% |
| Not recorded | 4 | 40% | 4 | 40% | 2 | 20% | 4 | 40% | 5 | 50% | 1 | 10% |

Note: These children were in Reading Recovery during 2012-13 or 2013-14, and had discontinued/completed programmes. They were in Year 6 during 2017-18, 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, 2017-18.

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, 2017-18.

| 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 | 160 | 44.4% | 179 | 49.7% | 21 | 5.8% | 157 | 43.7% | 185 | 51.5% | 17 | 4.7% |
| Male | 265 | 48.6% | 250 | 45.9% | 30 | 5.5% | 291 | 53.4% | 245 | 45% | 9 | 1.7% |
| First Language | | | | | | | | | | | | |
| English | 340 | 48.5% | 323 | 46.1% | 38 | 5.4% | 379 | 54.1% | 306 | 43.7% | 16 | 2.3% |
| Other | 85 | 41.7% | 106 | 52% | 13 | 6.4% | 69 | 34% | 124 | 61.1% | 10 | 4.9% |
| Poverty: Pupil premium/other indicator | | | | | | | | | | | | |
| Yes | 190 | 50% | 174 | 45.8% | 16 | 4.2% | 203 | 53.4% | 170 | 44.7% | 7 | 1.8% |
| No | 185 | 43.4% | 212 | 49.8% | 29 | 6.8% | 191 | 44.9% | 218 | 51.3% | 16 | 3.8% |
| Not known | 44 | 51.8% | 38 | 44.7% | 3 | 3.5% | 47 | 55.3% | 36 | 42.4% | 2 | 2.4% |
| Not recorded | 6 | 42.9% | 5 | 35.7% | 3 | 21.4% | 7 | 50% | 6 | 42.9% | 1 | 7.1% |

Note: These children were in Reading Recovery during 2012-13 or 2013-14, and had discontinued/completed programmes. They were in Year 6 during 2017-18, 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, 2017-18.

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, 2017-18.

| Years of experience | number | percent |
|--------------------------|--------|---------|
| In training this year | 130 | 15.7 |
| 2-3 years after training | 169 | 20.4 |
| 4-5 years after training | 139 | 16.8 |
| More than five years | 390 | 47.1 |

SOURCE: *International Literacy Centre: Annual Data Collection, 2017-18*

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, 2017-18.

| Training role | Total Teachers | <u>Days taught</u> | | <u>Days missed</u> | |
|--------------------|----------------|--------------------|------|--------------------|------|
| | | Mean | SD | Mean | SD |
| RR Teacher Only | 150 | 172.4 | 24.6 | 9.6 | 12.8 |
| Class Teacher + RR | 37 | 156.4 | 34.8 | 22.8 | 17.2 |
| RR + Support | 619 | 156.6 | 29.4 | 14.9 | 18.7 |
| Other | 22 | 149.1 | 45 | 25.9 | 21.7 |

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, 2017-18*

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, 2017-18.

| Programme Outcome | Lessons Missed | | | Teacher Unavailable | Total |
|--|----------------|-------------------|----------------|---------------------|-------------|
| | Child Absent | Child Unavailable | Teacher Absent | | |
| All Children | | | | | |
| Number of lessons | 22894 | 12927 | 11411 | 29065 | 76297 |
| Mean | 5.7 | 3.2 | 2.9 | 7.3 | 19.1 |
| Standard Dev. | 5.9 | 3.4 | 3.8 | 8.6 | 13.6 |
| Accelerated progress (discontinued) | | | | | |
| Number of lessons | 16379 | 9634 | 8763 | 22048 | 56824 |
| Mean | 5.3 | 3.1 | 2.9 | 7.2 | 18.5 |
| Standard Dev. | 5.4 | 3.0 | 3.7 | 8.4 | 13.0 |
| Progress (referred) | | | | | |
| Number of lessons | 5528 | 2754 | 2280 | 5835 | 16397 |
| Mean | 7.4 | 3.7 | 3.1 | 7.8 | 22.0 |
| Standard Dev. | 6.9 | 3.6 | 3.9 | 9.5 | 15.0 |

d) Outcomes

Table 7.4 - Pupils served and programme lengths: By teacher training status, UCL Institute of Education, 2017-18.

| Teacher training status/ Programme outcome | <u>Pupils Served</u> | | <u>Programme Length</u> | |
|---|----------------------|---------|-------------------------|-----|
| | number | percent | Mean | SD |
| Teachers in training | | | | |
| Accelerated progress (discontinued) | 419 | 77.4 | 20.0 | 5.4 |
| Progress (referred) | 122 | 22.6 | 22.7 | 5.1 |
| Experienced teachers | | | | |
| Accelerated progress (discontinued) | 2788 | 81.4 | 18.5 | 5.2 |
| Progress (referred) | 635 | 18.6 | 20.3 | 4.7 |

SOURCE: *International Literacy Centre: Annual Data Collection, 2017-18*

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.

Appendix A: Progress in Reading Recovery

Typical text at Reading Recovery level 1

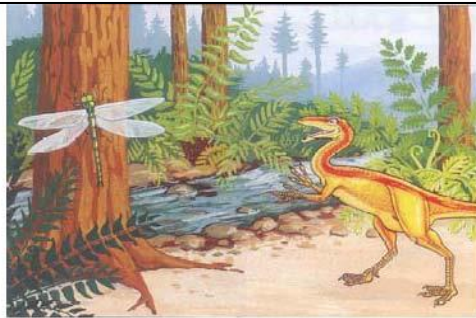
I am a cat.



Typical text at Reading Recovery level 8

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 17

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.”

