

Every Child a Reader (ECaR) Annual Report 2009-10



Contents page

What is Every Child a Reader?	...Pages 4-6
Every Child a Reader and children	..Pages 7-9
Every Child a Reader and schools	...Pages 10-11
Every Child a Reader and parents	...Page 12
Research on the impact of Every Child a Reader	...Pages 13-14
Reference	...Page 15
Related research	...Page 15
Related reports	...Page 15

Abstract

Every Child a Reader (ECaR) is an approach to implementing and managing early literacy interventions to ensure that all children who need additional support with learning to read and write are given what they need.

At its heart is Reading Recovery, an intensive daily, one-to-one intervention for the lowest achieving literacy learners after one year in school. A highly skilled Reading Recovery teacher works with the lowest attaining children individually and supports the whole school in mapping, providing and monitoring a range of other literacy interventions for all children who need support, with the aim of every child being a reader and writer.

This report presents an overview of ECaR for the academic year 2009-10. The report provides information on what, where and how ECaR is offered in schools across England. Results for children, schools and Local Authorities (LAs) are reported, alongside research evidence for the impact on standards and cost effectiveness.

This report demonstrates that ECaR is not just an aspiration but can be a solution and life changing intervention for children and families in England.

What is Every Child a Reader?



Infrastructure

Every Child a Reader (ECaR) is a means of organising and managing a range of effective literacy interventions for children struggling to read and write in Key Stage one. It is a school based approach which aims to ensure that every child achieves success in literacy through carefully targeted support. At the core of this programme, Reading Recovery provides intensive teaching for the very lowest attaining children and professional support for staff.

Intensive intervention that is not needed is wasteful, but intervention that does not work for a particular child is just as uneconomical and leaves potentially long-term difficulties still needing to be addressed. ECaR overcomes this by using the expertise of the Reading Recovery teacher to assess each child's needs and ensure the appropriate level of support is provided to help children catch up with their classmates.

Following the successful trial of ECaR in 2005-2008, a capital investment was made in an infrastructure of professional expertise (Table 1), to enable schools in England to offer literacy support matched to the needs of low attaining children.

Professional infrastructure	Main responsibilities
Reading Recovery teachers in schools	<ul style="list-style-type: none"> Delivering Reading Recovery teaching on a daily basis Supporting delivery of systematic synthetic phonics Working with class teachers, teaching assistants and others in school with responsibility for early literacy
Teacher leaders in local authorities	<ul style="list-style-type: none"> Delivering Reading Recovery teaching Supporting Reading Recovery teachers across 40-45 schools Delivering professional development for Reading Recovery teachers
Trainer/coordinators at the Institute of Education (IOE)	<ul style="list-style-type: none"> Delivering training and professional development for teacher leaders Delivering Reading Recovery teaching Monitoring, quality assurance, communications etc.

Table 1: Infrastructure of Every Child a Reader (ECaR)

Teaching in Every Child a Reader

ECaR is not an alternative to good class teaching, it is a complementary programme, part of a holistic approach by which schools can expect all children to learn to read and write early, well and with enjoyment.

Reading Recovery supports a systematic synthetic phonics approach by addressing the complex individual difficulties of children who, for whatever reason, have not responded to the classroom teaching. Reading Recovery could not achieve the results it does if it did not teach children how to develop and use their decoding skills. Some children fail to respond to phonics teaching and ignore print until Reading Recovery teachers help them understand how the sound/letter system works in text reading and writing. Problems may arise through poor phonological awareness, poor auditory memory or poor visual discrimination, whilst some children struggle to make the transition from learning phonics to applying phonics in text reading or to attending to meaning. Reading Recovery teachers enable children to make this transition.

Matching children to appropriate interventions



Every Child a Reader (ECaR) has its foundations in the work of the Reading Recovery teacher, but it is not solely confined to the one-to-one Reading Recovery teaching they deliver. Rather, once they have completed their initial training year, Reading Recovery teachers are able to impact more widely across a school.

Schools can make creative and innovative use of having a highly skilled early literacy expert on their staff by introducing different interventions to suit children's varying needs. In this way schools can support all children who find literacy challenging, raising standards across the school.

ECaR helps schools to make sound judgements about a range of literacy interventions according to the needs of their children. The Reading Recovery teacher provides mentoring, support, quality assurance, professional development and management for the range of literacy interventions operating within a school, by working closely with teaching assistants, class teachers, Special Educational Needs Coordinators, parents and volunteer helpers.

Which interventions do ECaR schools typically use?

Schools use a variety of interventions based on their effectiveness for particular groups of children. Some examples of interventions successfully used by ECaR schools include:

- Better Reading Partnership
- Early Literacy Support (ELS)
- Fischer Family Trust (FFT) Wave 3
- Reading Recovery
- Talking Partners

Quality first teaching –

The effective inclusion of all children in daily high quality literacy teaching which develops fluent skilled decoding, comprehension and the enjoyment of reading with a sound base in synthetic phonics

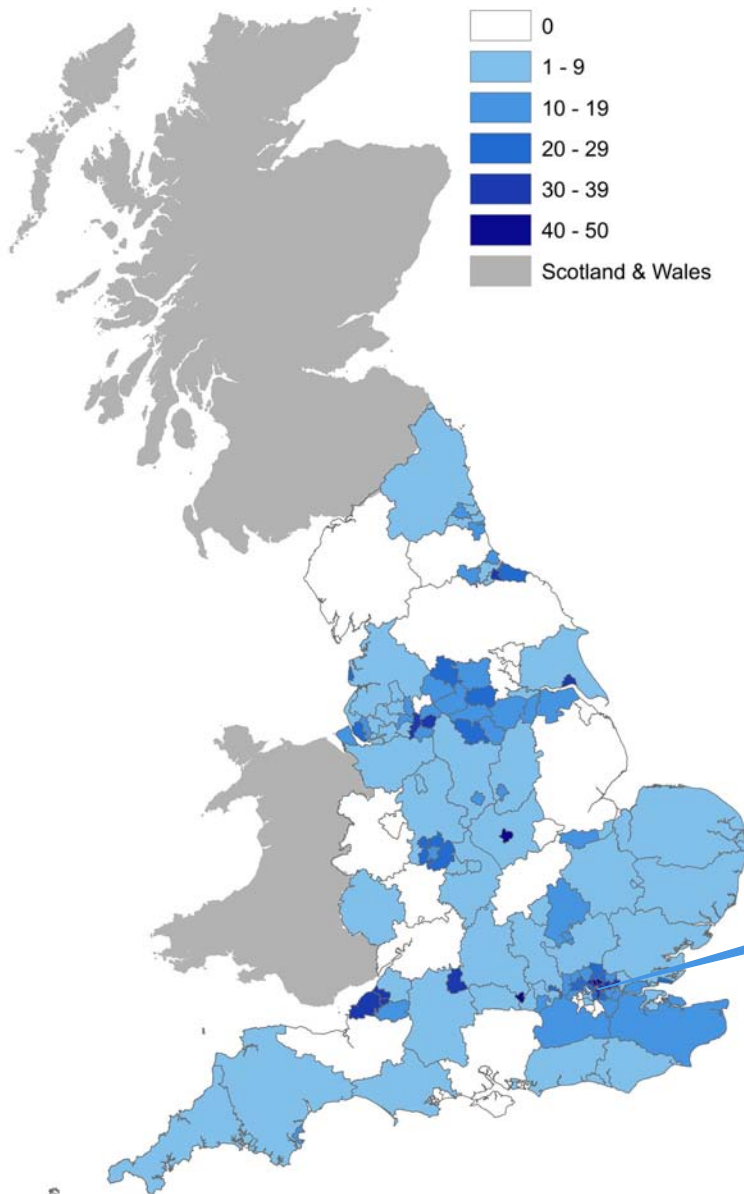
Group interventions –

Additional small-group intervention for children with less complex problems delivered by a teaching assistant

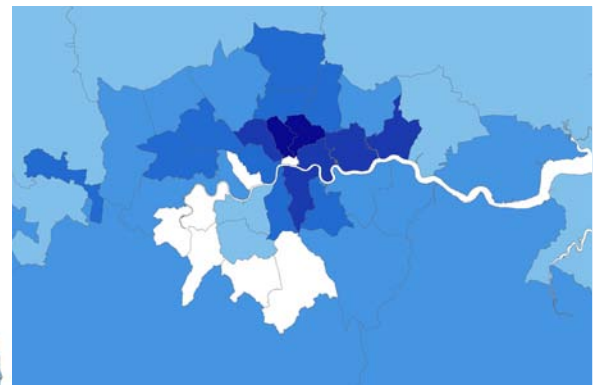
One-to-one teaching –

Specific targeted approaches for children identified as requiring intensive support. The most intensive element of ECaR is Reading Recovery, delivered by a trained Reading Recovery teacher

Where is Every Child a Reader in England?



In 2009-10, **128 LAs** were served by **86** teacher leaders (TLs), **28%** of whom were in their first year in the field. Many TLs were working across LAs and in consortia arrangements with neighbouring LAs. Such factors meant that some TLs had to travel great distances, whilst others faced differences in LA management structures and communication systems, which required rigorous problem solving by all involved.



Map shows % of ECaR schools compared to non-ECaR schools in LA

Local authorities (LAs) implementing Reading Recovery

Barking and Dagenham; Barnet; Barnsley; Bath and North East Somerset; **Bedfordshire**; Bexley; **Birmingham**; Blackburn with Darwen; Blackpool; Bolton; Bracknell Forest; **Bradford**; **Brent**; Brighton and Hove; **Bristol**; Bromley; **Buckinghamshire**; Bury; Calderdale; **Cambridgeshire**; Camden; Cheshire; Cheshire East; **Cheshire West and Chester**; **Cornwall**; Coventry; Darlington; Derby; **Derbyshire**; **Devon**; Doncaster; Dorset; Dudley; **Ealing**; East Riding of Yorkshire; **East Sussex**; Enfield; **Essex**; Gateshead; **Greenwich**; **Hackney**; Halton; Hammersmith and Fulham; Hampshire; **Haringey**; Harrow; Hartlepool; Havering; Herefordshire; **Hertfordshire**; **Hillingdon**; Hounslow; **Islington**; **Kent**; **Kingston-upon-Hull**; **Kirklees**; Knowsley; Lambeth; **Lancashire**; **Leeds**; **Leicester**; Leicestershire; **Lewisham**; **Liverpool**; Luton; **Manchester**; Medway; Merton; **Middlesbrough**; Milton Keynes; **Newcastle upon Tyne**; **Newham**; **Norfolk**; North Lincolnshire; North Somerset; North Tyneside; Northamptonshire; Northumberland; Nottingham; **Nottinghamshire**; **Oldham**; Oxfordshire; Peterborough; Plymouth; Portsmouth; **Reading**; Redbridge; **Redcar and Cleveland**; Rotherham; Salford; **Sandwell**; Sefton; **Sheffield**; Slough; Solihull; South Gloucestershire; South Tyneside; Southend; **Southwark**; St Helens; **Staffordshire**; Stockport; Stockton-on-Tees; Stoke; Suffolk; **Sunderland**; **Surrey**; **Swindon**; **Tameside**; Thurrock; Torbay; **Tower Hamlets**; Trafford; **Wakefield**; Walsall; **Waltham Forest**; Wandsworth; Warrington; **Warwickshire**; West Berkshire; **West Sussex**; Westminster; Windsor and Maidenhead; Wigan; Wiltshire; **Wirral**; Wokingham; and **Wolverhampton**.

LAs which are in bold are where a Reading Recovery teacher leader has a training centre:
<http://readingrecovery.ioe.ac.uk/centres/380.html>

Every Child a Reader and children



The implementation

In the 2009-10 academic year, **23,126** children received additional literacy support as a result of Every Child a Reader (ECaR).

8,208 children gained from a lighter-touch literacy support intervention (e.g. Fischer Family Trust, Talking Partners and Better Reading Partnership) where the Reading Recovery teacher provided training, coaching and support to the other adults (usually teaching assistants) who delivered the programme.

Better Reading Partnership was the most popular lighter-touch programme, with **4,648** children served.

14,918 children benefited from daily one-to-one Reading Recovery (RR) lessons with a RR teacher.

The children

44% of children receiving RR lessons were eligible for free school meals in comparison with **18%** of the national primary school population.

61% were boys, **25%** were learning English as an additional language, and **36%** were from ethnic minority backgrounds. The majority of children were in Year one and of those in Year two, one in four started their RR lessons in the previous school year. More than **5,500** children had been identified on the Special Educational Needs (SEN) register in their schools.

There was an increase of over **53%** in the number of vulnerable children (i.e. children of asylum seekers, refugees or looked after children), compared with 2008-09. However, the overall number remained relatively small at **696**.

Outcomes for different groups of children

80% of girls and **77%** of boys receiving RR caught up with their peers. The achievement gap for poor children who received RR was almost closed with **75%** attaining age appropriate levels, alongside **80%** of their more advantaged peers on the programme.

English as an Additional Language (EAL) was no barrier to success, as children whose first language was not English were actually rather more successful (**82%** and **77%** respectively making accelerated progress) than their English first language peers who received RR.

Children from ethnic minority groups also achieved slightly higher levels of success than those from a white background: with **83%** versus **75%** accelerating as a result of RR.

Vulnerable children made progress despite issues of social mobility, with **88%** of asylum seekers, **56%** of travellers and **71%** of other vulnerable children meeting age related expectations thanks to RR.

Following RR, over **1,200** children were removed from the Special Educational Needs register, enabling schools to focus limited Special Educational Needs resources more effectively on those who needed them most.

Reading

The lowest attaining children in Every Child a Reader (ECaR) received Reading Recovery. Although these children knew some letters, sounds and words, almost all were unable to apply that knowledge to reading and writing.

Seventeen out of 20 (**87%**) of the cohort were below Reading Recovery book level three, on entry to Reading Recovery, essentially non-readers at national level.

After **19** weeks, or an average of **38 hours** of one-to-one tuition, **78%** of children had caught up with their classmates.

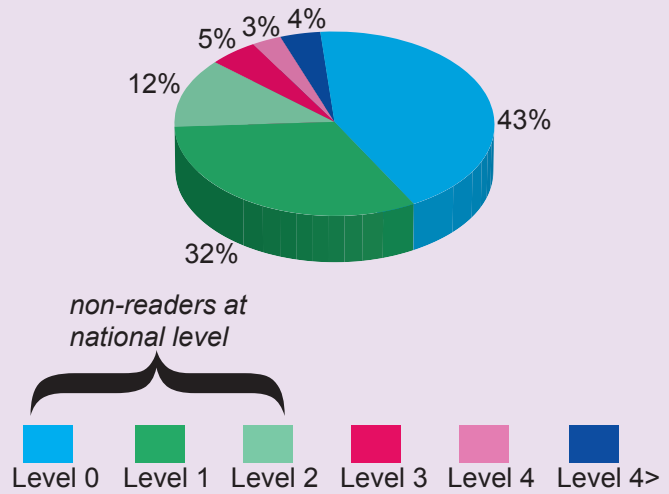


Figure 1: Book level on entry to Reading Recovery for ECaR children with completed programmes, 2009-10.

Progress

The majority of children had gone from a reading age of four years and 10 months, book level one (see example right), to a reading age of six years and 10 months, book level 17 (see example bottom right).

In national curriculum terms, they moved from level W (working towards level one) to level 1A, on track for achieving level 2A at the end of Key Stage one, in line with national benchmarks. They made, on average, a gain of **24 months** in four-to-five months, around **five times** the normal rate of progress.

Children who did not catch up with their classmates (known as referred) still made progress, on average at twice the normal rate, and they moved from being total non-readers to accessing reading and writing in their class, but still needing some support.

These children had progressed to a reading age of five years and 10 months, book level nine (see example middle right) and had slightly longer lesson series, usually an average of **20 weeks**.

Children learned how to use their knowledge of letters and sounds to decode text and understand and enjoy stories.

Level one typical text

I am a cat.



Level nine typical text

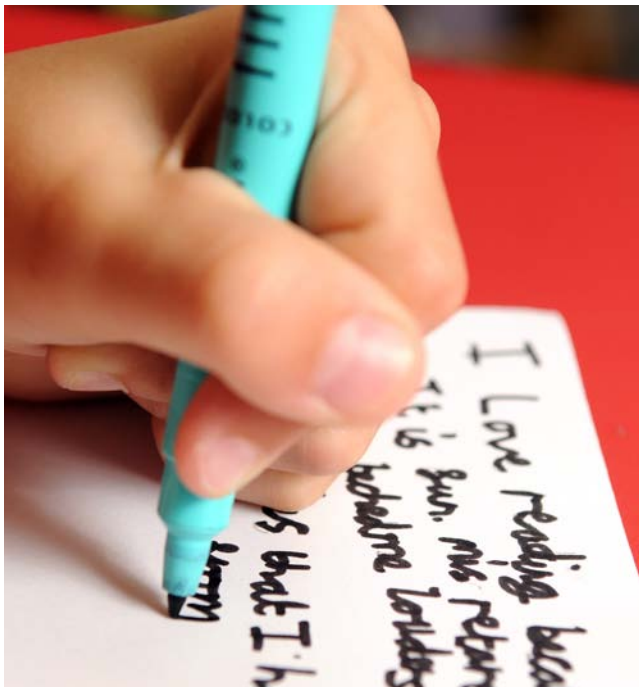


"Mum," said Sam.
 "We are having a pets' day at school, on Saturday. Can Bingo come to school?"
 "Yes," said Mum.
 "I will come and help you look after him."

Level 17 typical text

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."





Writing

Writing is an important part of Every Child a Reader and is an essential element of the Reading Recovery lessons. What a child learns in reading can support and complement their writing and vice versa.

Children are taught how to compose sentences to write down their own ideas. They are taught explicitly how to use their phonic knowledge to spell regular words.

As children progress they are taught more complex or irregular spelling patterns, and they build a vocabulary of words they can write automatically in order to become fluent writers.

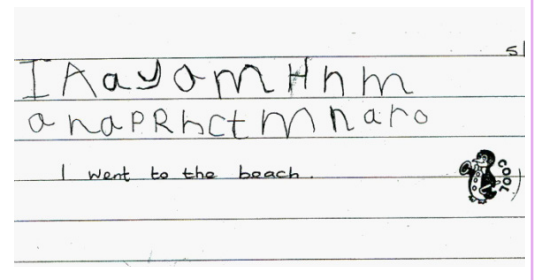
Progress

Children identified for Reading Recovery in Every Child a Reader had learned very little about writing. They were unable to write the letters and sounds they knew, or to use phonics to help their spelling. Many could not write their own name. The example (top right) shows a typical writing level of children who enter Reading Recovery. The sentence 'I went to the beach' written by the teacher is what the child was attempting to write.

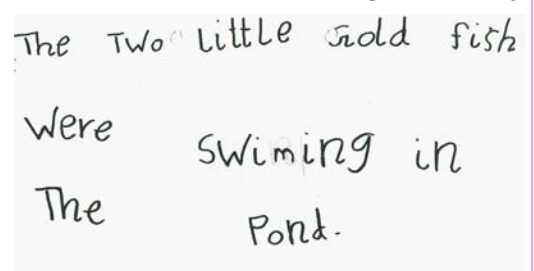
At the end of their Reading Recovery lessons, after an average of **18 weeks**, the children had made substantial progress in writing and were now on track for the appropriate National Curriculum level for their age, level two (see example, centre right, of writing after 20 weeks in Reading Recovery). They were also working at the expected phonics phase, phase 5 of the Letters and Sounds programme, and able to use their knowledge of phonics to spell new words. Children learned how to use their new understanding of letters and sounds to compose and write messages and stories.

Children who had completed their Reading Recovery lessons continued to make impressive progress afterwards. The example, bottom right, visually demonstrates the progress made when compared with the level of writing before receiving Reading Recovery. As well as being able to control more complex spellings, they are able to express more interesting and challenging ideas.

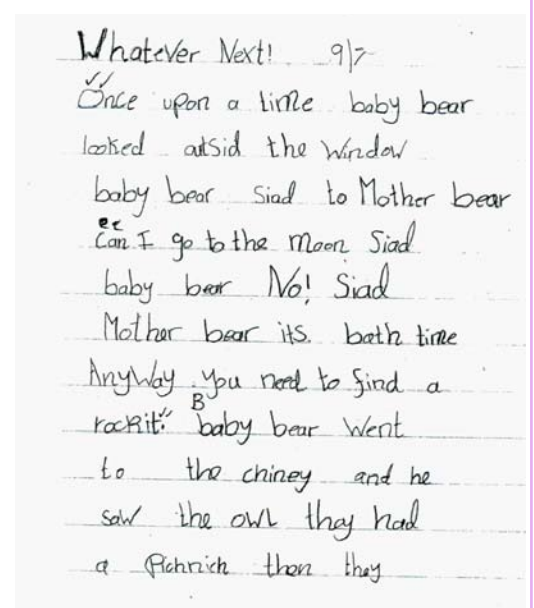
Before Reading Recovery



After 20 weeks in Reading Recovery



In July that same year



Every Child a Reader and schools



Every Child a Reader (ECaR) has demonstrated the potential to impact upon literacy learning across Key Stage one, by capitalising on the knowledge and expertise invested in the Reading Recovery teacher.

In 2009-10 there were **1,750** Reading Recovery teachers from **1,656** schools in **128** local authorities. They were trained and mentored by **86** teacher leaders.

Since 2007, ECaR schools have shown a greater increase in attainment in Key Stage one assessments than non-ECaR schools, in both reading and writing (see Figures 2.1 and 2.2).

This has been consistent year-on-year despite the facts that funding for ECaR has been targeted at schools with the greatest difficulties in literacy and half of the schools in the ECaR cohort each year were new to the programme.

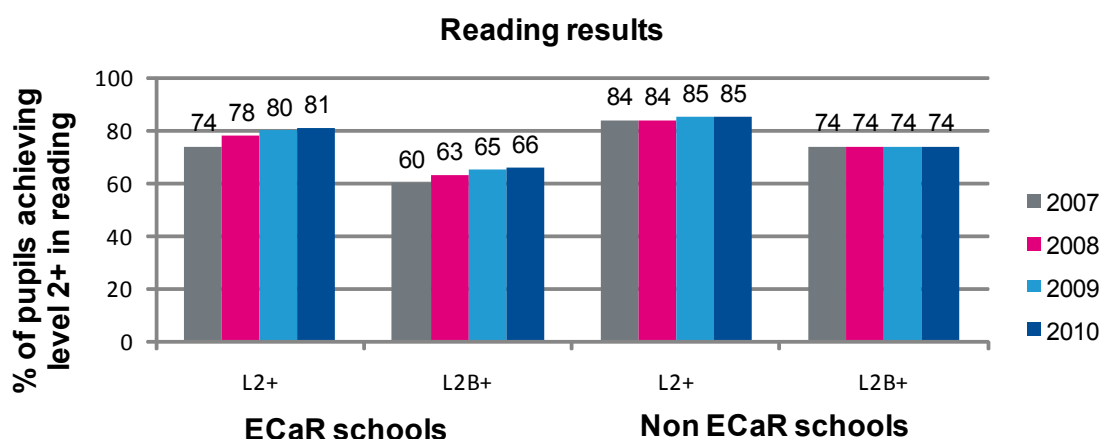


Figure 2.1: Comparison of ECaR and non-ECaR schools' SATs reading results, 2007-10.

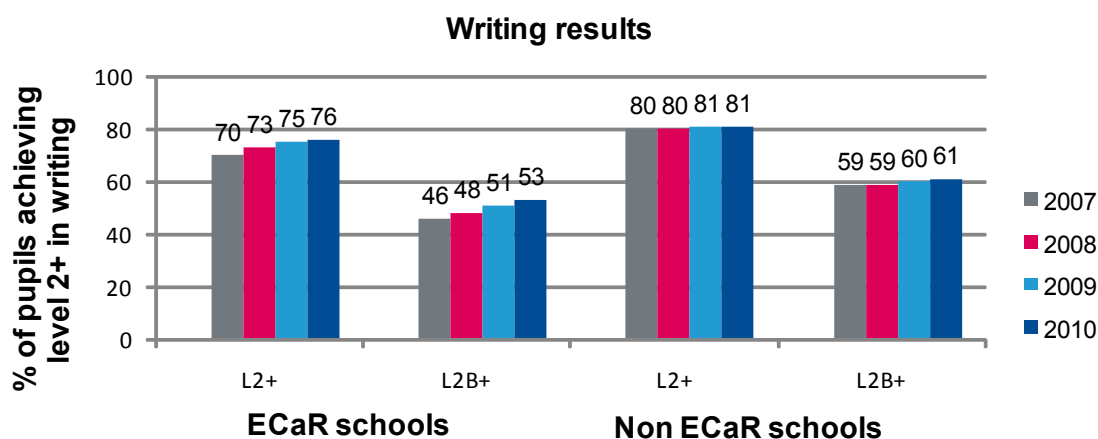


Figure 2.2: Comparison of ECaR and non-ECaR schools' SATs writing results, 2007-10.

In 2009, ECaR schools represented **seven out of the 10** highest performing primary schools in national assessments, and **seven out of the 10** most improved primary schools (Source: Primary School League Tables 2009, The Independent).

“The [Reading Recovery pupils] have just completed their Key Stage one assessments for reading and all but one have achieved level two, with **93%** getting level 2b or above. This is the first cohort of children to have gone through the school since it has been part of the ECaR programme, and it has put us very close to our goal of every child a reader,” reported a school in Bristol.

“At the start of that year, 27 children out of 60 were reading below their expected level (RR book level six), and by the end of the year there were only four children who had not reached the expected level (RR book level 16). ... The children were assessed the following year and **95%** had reached the new target of RR book level 19. The progress had been maintained,” reported a school in Bristol.

Case study

One primary school in Newham reported a dramatic increase in provisional Key Stage one results when the first ECaR children reached end of Key Stage one National Assessments in 2008 (Table 3).

Year	2007	2008	2009	2010
% age at L2+	61	81	90	98

Table 3: Key Stage one National Assessments, 2007-10 academic years.

Schools commented upon the development of systematic pupil tracking systems, as a part of ECaR, which enabled them to ensure that interventions were effective for the children, or to take action if not. This is key to maintaining gains in ECaR.

Within some local authorities, the increase was even greater than the national average.

Reading attainment	% at L2 (2008)	% at L2 (2010)	% gain/loss	% at L2b+ (2008)	% at L2b+ (2010)	% gain/loss
ECaR schools	73	78	+5	54	61	+7
All schools, LA-wide	79	80	+1	65	66	+1
Non-ECaR schools only, LA-wide	82	81	-1	69	69	0
National	84	85	+1	71	72	+1

Table 4: Key Stage one National Curriculum reading attainment for one LA, 2008-10.

Writing attainment	% at L2 (2008)	% at L2 (2010)	% gain/loss	% at L2b+ (2008)	% at L2b+ (2010)	% gain/loss
ECaR schools	64	69	+5	36	45	+9
All schools, LA-wide	74	76	+2	51	55	+4
Non-ECaR schools only, LA-wide	78	79	+1	56	58	+2
National	80	81	+1	58	60	+2

Table 5: Key Stage one National Curriculum reading attainment for one LA, 2008-10.

Every Child a Reader and parents

Every Child a Reader schools recognise that parents/carers/guardians are the child's first teacher and they are often the first to notice a change in their child.

A follow up to the independent evaluation study found that parents strongly endorsed Reading Recovery in Every Child a Reader (Hurry & Holliman, 2009).

In comparison schools which did not have access to Reading Recovery, parents identified the lack of systematic early intervention as contributing to their child's later difficulties.

In local evaluations, parents praised the impact of the intervention upon their child's confidence and attitude to school, as well as their literacy.



"I cannot believe the difference that Reading Recovery has made to my child. Before the programme Leah was insecure, lacked confidence and was afraid to try new or difficult things but now she answers questions confidently in class, contributes to group work and has made amazing progress in her reading. Perhaps my proudest moment came when Leah took to the stage at school in front of a large audience – something I know she would never have done before," said parent in Tameside.

"My son Dominick found reading really difficult, even getting him to pick up a book was an uphill struggle which caused upset and frustration, that was until he went onto the Better Reading programme at school and through Mrs Packer he can now read any thing that I put in front of him which makes life in general a lot more pleasant and has given Dominick a completely different outlook on life with confidence and a smile," said parent in Tameside.

Involving parents

Every Child a Reader schools make particular efforts to work with parents and to help them to engage with their children's literacy learning.

In Lambeth and Southwark headteachers reported: "Reading Recovery teachers understand the importance of ensuring that parents are fully involved from the very start of the Reading Recovery programme. Parents need to be informed about what they can do to help and what commitments are needed from them. Our teachers make every effort to ensure that parents are fully involved every step of the way."

In some schools, at the end of the lesson series, parents are invited to a celebration assembly during which children are presented with their certificates. Reading Recovery teachers also attend parents' meetings alongside the class teacher, ensuring everyone is working together. Schools in one LA developed a step by step approach to engage with parents.

Research on the impact of Every Child a Reader

The current climate of financial restraint and the need to demonstrate the effectiveness of literacy interventions makes it important that schools, parents and decision-makers are fully informed. Evidence based research to support that decision-making process is crucial for accountability and weighing up the best options to meet the needs of individual children.

Reading Recovery, which is at the core of Every Child a Reader (ECaR), has a track record of research and is an evidence based intervention with its outcomes, impact, long-term gains and costs well documented. Amongst recent research is the London Study (Hurry & Holliman, 2009). This longitudinal study provided evidence of what happens to children and schools over four years.

The London Study

The London study evaluated the impact of Reading Recovery's (RR) early literacy intervention on children and classes in London schools. The sample of children (**292** in total) were from **42** schools in **10** London boroughs. The schools were alike in size (average **355** on roll) and had similarly high levels of children entitled to free school meals (average **41%**), and children learning English as an additional language (average **49%**). The children who received Reading Recovery were compared with those who received a range of other interventions. Both groups started Year one at literacy levels below that of a five year old. Comparison between the groups was made for reading and writing and phonic knowledge as well as oracy, work habits, social skills and attitudes to learning.

Results

Initial study results (one year after RR introduced)	<ul style="list-style-type: none"> RR children had progressed to an average reading age of six years seven months. The comparison group were 14 months behind with an average reading age of five years five months The study also evaluated impact at class level. A word recognition and phonic skills measure was used with all children in the Year one classes in schools with RR (605 children) and without RR (566 children). Classes in RR schools ended the year with an average class reading age four months above that of comparison schools
Two year follow up (2007)	<ul style="list-style-type: none"> The RR children had an average word reading age of seven years nine months, compared to six years nine months for the comparison children. Writing achievement showed a significant difference between RR and comparison children too. At the end of Year two, the children who had received RR were able to write twice as many correctly spelled words as those children who were in the comparison group The study also followed up progress in classroom literacy. A word recognition and phonic measure was repeated and the Progress in English 7 comprehension measure was used with the Year two classes. In sample classrooms where RR was available to the lowest Year one group, the children ended Year two with an average reading age of 3+ months above that of children in comparison classes
Four year follow up (2009)	<ul style="list-style-type: none"> In the broad measure of literacy (Progress in English 7) former RR children were achieving within their age band expectations, and were 10 standard points ahead of the comparison children In Key Stage one National Curriculum (NC) assessments, 86% of former RR children achieved level 2+ in reading, (2% ahead of the national average of 84%). In writing, 83% former RR children achieved level 2+ (3% ahead of the national figure of 80%)

The follow up in 2009, at the end of Year four, demonstrated that the gains from early intervention were maintained three years later. 242 of the children from the original study were assessed. The National Curriculum Assessments in Year four confirmed previous results (Hurry & Holliman, 2009). Comments by children and parents demonstrated that they greatly appreciated the early intervention. In schools that did not have Reading Recovery (RR), parents commented on the lack of effective early intervention and its negative consequences.

Taking account of children's level of literacy at the beginning of the evaluation, former RR children were reading significantly better than comparison children at age nine. They were achieving on average National Curriculum level 3b in reading, and were on track for becoming secure readers at age 11 (National Curriculum level four). Comparison children averaged level 2a in reading, significantly below the former RR children and at risk of being behind in their reading at age 11. In writing as well, former RR children were doing significantly better than the comparison children. (See Table 4 below)

	Reading	Writing
RR children (Number of children=73)	Level 3b (20.1)	Level 2a (18.8)
Comparison children (Number of children=120)	Level 2a (18.2)	Level 2b (16.4)
Children in RR schools not given RR (Number of children=48)	Level 3c (19.2)	Level 2a (17.4)

Table 4: Average National Curriculum Assessments levels for the lowest Year one students in 2005 at the end of Year four (and NCA point score equivalents) in 2009.

Special Educational Needs status

In the London Study, at the start of Year one very few children had statements of Special Educational Need (SEN) and the groups were similar. At the beginning of Year four (2008), former RR children were significantly less likely than comparison children to be identified as having some level of SEN (SEN Code of Practice, 2008): 39% (number of children=32) of former RR children and 52% (number of children=69) of comparison children were on school action or higher.

These studies provide strong evidence that schools could enable almost every child to read and write appropriately for their age, if those that were failing were given access to expert teaching in RR at an early age. ECaR helps to address the problem of over-reliance on SEN provision by significantly reducing the likelihood of children remaining on the SEN register, with implications for their emotional wellbeing as well as cost savings – estimated at £82m per year (KPMG, 2009. See also Ofsted, 2010c).

Value for money

Cost effectiveness is important in choosing the right intervention to meet children's needs. The SEN Audit commission expect schools to be accountable on value for money as well as the progress children make. A detailed cost analysis for ECaR found considerable long term returns on the school's investment in a Reading Recovery teacher through savings on Special Educational Needs and other social and welfare costs (KPMG 2009).

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Related research

Reading Recovery has been widely researched internationally. We have categorised 'related research' based on the questions which are most commonly asked.

Effectiveness

<http://readingrecovery.ioe.ac.uk/reports/636.html>

Continued progress

<http://readingrecovery.ioe.ac.uk/reports/637.html>

Self-esteem

<http://readingrecovery.ioe.ac.uk/reports/638.html>

Research reviews

<http://readingrecovery.ioe.ac.uk/reports/641.html>

Cost effectiveness

<http://readingrecovery.ioe.ac.uk/reports/642.html>

Related reports

There are a number of related reports which have been published supporting the impact and success of Reading Recovery. For further information, visit:

<http://readingrecovery.ioe.ac.uk/reports/37.html>



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