Reading Recovery is effective
Research into effectiveness assesses whether an intervention works and can be integrated into the existing education system. There is substantial evidence evaluating Reading Recovery’s effectiveness with the lowest-attaining pupils in a wide range of educational contexts.

Progress is sustained
The goal of Reading Recovery is that children not only catch up with their peers but sustain those gains, remaining in the average band of literacy attainment. Many research and evaluation studies demonstrate that Reading Recovery students maintain and improve their gains in the years following Reading Recovery.
Hurry, J. and Fridkin, L. (2018), *The impact of Reading Recovery ten years after intervention*, UCL Institute of Education

Reading Recovery is cost-effective
The long-term benefits of literacy achievement may significantly outweigh the short-term cost of instruction and teacher preparation. By intervening early, later costs on special education and catch-up programmes are reduced.

The attainment gap can be closed
A strong Reading Recovery implementation, in which almost all children are enabled to succeed, has the potential to close the attainment gap completely and permanently for children beginning to fall behind. This is despite the fact that children were identified for Reading Recovery when they were six because they were the very lowest attaining in their class.

Read reports and find out more:
https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research

Contact the International Literacy Centre / Reading Recovery Europe:
Email: ioe.ilc@ucl.ac.uk
@ILC_ReadingRecovery
#ReadingRecovery

Overcoming illiteracy with Reading Recovery

2018 UK and Ireland
**What is Reading Recovery?**
Reading Recovery is a literacy programme targeted to children with the most complex problems in reading and writing.

**Who receives Reading Recovery?**
Children aged around six are screened on a series of sensitive assessments of literacy, and the lowest scoring are offered Reading Recovery, consisting of daily lessons with a highly trained teacher for about six months.

Number of participating schools: 723

Number of Reading Recovery teachers: 828

Number of Reading Recovery children: 5,519

30 minutes a day for just 20 weeks

Teachers also supported over 3,000 children with less complex difficulties – meaning a total of 8,630 children in the UK and Ireland benefitted from having a Reading Recovery teacher in their school.

**Progress in Reading Recovery**
Children identified for Reading Recovery have made little or no progress in literacy in their first year of literacy teaching at school. They make very fast progress, moving from this;

![I am a cat.](image)

...to this in 20 weeks.

Progress is also made in writing. Research shows that Reading Recovery achieves good results that are swift and long lasting.

17 out of 20 children who completed Reading Recovery caught up with their classmates within 20 weeks of daily teaching.

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**Multiple disadvantages**

- 19% of children in the general population are in poverty
- 45% of children in Reading Recovery are in poverty

50% of the general population are boys

60% of Reading Recovery children are boys

In the general population only 20% are the lowest attaining

100% of those in Reading Recovery are the lowest attaining

Whilst there is a strong link between poverty and literacy difficulties, they are not the same. Not all children in poverty need help with literacy and not all children who need help with literacy are poor.