

Reading Recovery™
Annual Report for
UK and Ireland
2004-2005



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Produced using data provided by the National Data Evaluation Center at the Ohio State University.

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Contents

Summary	2
Introduction.....	5
Questions for Evaluation.....	6
Evaluation Question 1: How many children were involved in Reading Recovery and which children were they?	6
Year group	6
Gender.....	6
Ethnicity	6
First language.....	7
Free school meals.....	7
Special Cohort Group	7
Evaluation Question 2: What were the programme outcomes for Reading Recovery children?	9
Disaggregated outcomes	10
Evaluation Question 3: What were the literacy levels of children in the Reading Recovery programme?	11
Average scores at entry and exit	12
Children discontinuing in different year groups	12
Evaluation Question 4: What progress did children make after Reading Recovery?.....	13
Accelerated progress (discontinued).....	13
Progress (referred)	13
Evaluation Question 5: Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?	14
All children	14
Accelerated progress (discontinued).....	14
Evaluation Question 6: What were the results of National Assessments for Reading Recovery children?.....	15
Evaluation Question 7: What was the efficiency of the Reading Recovery implementation?	16
Length of programmes	16
Days worked and missed.....	17
Teacher responsibilities	17
Evaluation Question 8: Which teachers were involved in Reading Recovery?	18
Experience.....	18
Outcomes	18
Appendix A: Progress in Reading Recovery, text levels.....	19

Summary

Evaluation Question 1: How many children were involved in Reading Recovery and which children were they?

- *Reading Recovery proved itself to be a successful solution to children's literacy problems in 2004 to 2005. The size of the implementation remained constant and just over 5,370 children were served across the Republic of Ireland, Northern Ireland, England, Scotland, Wales and Jersey.*
- *The majority of children were identified for Reading Recovery in their first year of formal schooling after nursery/reception, and approximately half of the older children in the programme later had started their series of lessons in the previous year. Boys outnumbered girls among the lowest attaining children by approximately three to two but slightly fewer children who were learning English as an additional language received the programme, compared with previous years. Four out of ten children in Reading Recovery came from economically disadvantaged homes, a very high proportion compared with the distribution of such children in the general population (18%). One in ten children came from an ethnic minority background and one in 20 from special cohort groups including children in the care of local authorities, traveller children and refugee children.*

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

- *More than eight out of ten of the lowest attaining children achieved accelerated learning in Reading Recovery, reaching independent levels of literacy within the required time. This continues a steady improvement in outcomes since the introduction of Reading Recovery and first annual monitoring in 1993-94.*
- *The achievement gap that was evident in the disproportionate numbers of boys and the over-representation of poor children among the least able, had been considerably narrowed at the end of their Reading Recovery programme. Children whose first language was not English were equally successful as their English first language peers. The timing of the intervention between the first and second years of formal schooling school had little affect on outcome, as did the interruption caused by the summer break for programmes which began in the summer term and were carried across into the new school year.*
- *Although small group sizes mean the data should be treated cautiously, children from ethnic minority groups were very successful with more than four out of five achieving accelerated learning. Of the 13 different ethnic groups identified, nine had discontinuing rates above 80%. Children from Caribbean and Indian backgrounds had the greatest difficulties, yet between two thirds and three quarters of these children were successful. Every one of the 16 asylum seeker children who completed a RR programme reached discontinuing levels, and almost nine out of ten of the 'looked after' children. Traveller's children were no less likely to complete the programme within the year than settled children and more than four out of five achieved accelerated progress.*

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

- *Children who were selected for Reading Recovery had made very little progress in literacy prior to the programme. The majority were non-readers even after a full year of formal literacy*

teaching, and in some cases two years. The average score at entry on the British Abilities Scales was 4 years 10 months, the lowest possible reading age score.

- However, once they started the Reading Recovery programme, children made considerable progress on all measures with those children who achieved accelerated progress (84% of completed programmes) achieving an average reading age of six years seven months. This represented a gain of 21 months, during the five or six months of their series of lessons, around four times the normal rate of progress. They gained on average 15 text levels (see Appendix A).
- Children who did not make accelerated progress (16% of completed programmes) nevertheless made progress, achieving an average reading age of five years seven months, a gain of nine months, and seven text levels (see Appendix A), at which level they could no longer be considered non-readers.
- Children who achieved accelerated learning (85% of completed programmes) reached age appropriate levels of reading, and those who completed their series of lessons earlier (chronological age five to six) reached reading age levels close to the higher end of their chronological age band (reading age six years four months). Children who started Reading Recovery towards the end of their second year (chronological age six to seven) and completed their series of lessons at the beginning of their third year at school (age seven to eight) achieved reading ages just below their chronological age band (reading age six years ten months).

Evaluation Question 4: What progress did children make after Reading Recovery?

- After the end of their series of lessons, without further intensive teaching, children who had achieved the goals of Reading Recovery (84% of completed programmes) not only maintained the gains they had made during their programme, but continued to make normal progress gaining one month in reading age every month. These were children who, prior to Reading Recovery, had made very little progress in literacy and suggests that they had acquired independent strategies for learning more about reading and writing.
- Children who were referred for longer term support (16% of completed programmes) also maintained their programme gains in the six months following the end of one to one teaching and, remarkably, these children also demonstrated a normal rate of continuing progress, gaining one month in reading age every month. These were children who had made almost no progress in literacy learning prior to Reading Recovery suggesting that, whilst they had made insufficient progress to be deemed independent readers and writers, they had nevertheless acquired some strategies for reading and writing.

Evaluation Question 5: Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?

- Reading Recovery is targeted towards the very lowest attaining children in literacy. At the beginning of their series of lessons two thirds of children identified for the programme were registered as having Special Educational Needs at some level and 15.5% were considered to be at a mid level or higher, suggesting serious concerns.
- Following Reading Recovery the number of children on registers of SEN had been reduced to just over one third of the cohort, a reduction of 15%. Slightly more children were registered at the highest levels, suggesting affective assessment and identification of those with the greatest need. This suggests that a successful Reading Recovery implementation can reduce substantially the numbers of children registered as having Special Educational needs, and efficiently identify those in need of specialist support.

- *One in five children who achieved accelerated learning in Reading Recovery were removed completely from registers of SEN or recorded at a lower level of concern following their programme.*

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

- *Almost three quarters (72%) of all children who received Reading Recovery reached National Curriculum level 2 and above in Reading, and more than two thirds (64%) in Writing. This included children who did not achieve the goals of the programme, and those who were still only part way through their Reading Recovery programme when they took national assessments.*
- *Children who achieved accelerated learning had an 85% chance of reaching Level 2 in reading, with half reaching level 2b or above. This figure represents a further year on year improvement in outcomes and a considerable advantage for children who might have been expected to achieve levels 1 or W.*

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

- *Children achieved the goals of the programme, of progressing from being the lowest attaining children to age appropriate levels of literacy, in a relatively short time, less than 19 weeks or 74 lessons, representing on average just 37 hours of teaching. This is slightly shorter than in previous years, suggesting increased efficiency.*
- *Children who did not achieve the goals of the programme were, appropriately, given slightly longer. These children missed substantially more lessons, which would contribute to them not achieving accelerated progress.*
- *There was little difference between teachers in training and experienced teachers in their ability to safeguard teaching time, but teacher responsibilities did impact upon their ability to provide daily lessons. Class teachers and those in the Other category, were most likely to be withdrawn from teaching, whereas those with Reading Recovery plus other support roles, and those whose only responsibility was Reading Recovery, often part time teachers, were the most consistent.*

Evaluation Question 8: Which teachers were involved in Reading Recovery?

- *One in four of the cohort of teachers was undergoing Reading Recovery training during the year reported and one in four had worked in Reading Recovery for more than five years. The majority teachers had between two and five years of experience in the programme.*
- *Teachers in training were slightly more successful in lifting the least able children to age appropriate levels of literacy, but experienced teachers were able to do this a little more quickly, potentially enabling them to serve more children during the year.*

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 an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

Reading Recovery is an early intervention. Proficient readers and writers develop early. There is strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. It is, therefore, necessary to redirect educational policy and funding to the prevention of reading failure. Reading Recovery has a strong track record of preventing literacy failure for many children through early intervention.

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 trainers who train and support teacher leaders/tutors; local level teacher leaders/tutors working at LEA/ELB district level, who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

Initial teacher training is a part-time course, 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 develop skill in making moment-by-moment analyses that inform teaching decisions.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions. They continue to teach for their colleagues and to discuss their programs. Continuing professional development sessions provide collaborative opportunities for teachers to remain responsive to individual children, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may 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.

Replication studies document outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children across the UK and Republic of Ireland. A large majority of children with completed programmes have been successful in reaching age appropriate levels of literacy performance. There is also evidence that the effects of Reading Recovery are long lasting.

This report represents an examination of Reading Recovery pupil outcomes for the UK and Republic of Ireland. The report accounts for all children served by Reading Recovery within the site during the 2004-2005 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site. This report responds to a

need to be accountable for all educational programs available to children within the LEA/ELB/District.

The information was collected as a part of the Reading Recovery National Network Annual Monitoring procedure. Further information about Reading Recovery is available from the Reading Recovery National Coordination team.

Questions for Evaluation

1. How many children were involved in Reading Recovery and which children were they?
2. What were the programme outcomes for Reading Recovery children?
3. What were the literacy levels of children in the Reading Recovery programme?
4. What progress did children make after Reading Recovery?
5. Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?
6. What were the results of National Assessments for Reading Recovery children?
7. What was the efficiency of the Reading Recovery implementation?
8. Which teachers were involved in Reading Recovery?

Evaluation Question 1: How many children were involved in Reading Recovery and which children were they?

Year group

Children are normally identified and selected for Reading Recovery between the ages of five years nine months and six years three months, after a full year of formal 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 selected for Reading Recovery based on literacy levels. 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 and continue to exist in spite of improvements in literacy teaching in schools.

Ethnicity

Children selected for Reading Recovery are the lowest attaining in their year group. Concerns have been expressed nationally about underachievement of children in some ethnic groups and how to address them. Where possible data on children's ethnicity, based on the UK national census, has been gathered to inform these concerns.

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.

Free school meals

Although a crude measure, entitlement to free school meals offers an indicator of economic deprivation. Research has shown persistent links between economic deprivation and literacy difficulties. In the general population, approximately 18% of children are entitled to free school meals.

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 (or children in the care of the local authorities)

The size of the implementation remained constant and just over 5,370 children were served across the Republic of Ireland, Northern Ireland, England, Scotland, Wales and Jersey.

The majority of children were identified for Reading Recovery in the first year of formal schooling after nursery/reception, and approximately half of the older children in the programme later had started their series of lessons in the previous year. Boys outnumbered girls among the lowest attaining children by approximately three to two but slightly fewer children who were learning English as an additional language received the programme, compared with previous years. Four out of ten children in Reading Recovery came from economically disadvantaged homes, a very high proportion compared with the distribution of such children in the general population (18%). One in ten children came from an ethnic minority background and one in 20 from special cohort groups including children in the care of local authorities, traveller children and refugee children.

Table 1.1. Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, University of London, 2004-2005.

Description	<u>All Programmes</u>		<u>Completed Programmes</u>	
	number	percent	number	percent
Year Group				
Age 5-6	3196	59.5	2140	51.9
Age 6-7	2087	38.8	1906	46.2
Age 7-8	81	1.5	76	1.8
Programme Started				
This year	4394	81.8	3239	78.5
Last year	914	17	865	21
Not known	64	1.2	21	0.5
Gender				
Boys	3202	59.6	2485	60.2
Girls	2163	40.3	1637	39.7
Not known	7	0.1	3	0.1
Ethnicity				
Any White background	4833	90	3757	91.1
White and Black Caribbean	38	0.7	23	0.6
White and Black African	17	0.3	13	0.3
White and Asian	16	0.3	11	0.3
Any Other Mixed background	31	0.6	23	0.6
Indian	21	0.4	15	0.4
Pakastani	61	1.1	37	0.9
Bangladeshi	33	0.6	27	0.7
Any Other Asian background	16	0.3	8	0.2
Caribbean	49	0.9	23	0.6
African	86	1.6	52	1.3
Any Other Black background	17	0.3	14	0.3
Chinese	7	0.1	6	0.1
Other	35	0.7	23	0.6
Not Appropriate / Unknown	112	2.1	93	2.3
First Language				
English	4993	92.9	3876	94
Not English	376	7	248	6
Not known	3	0.1	1	0
Free School Meals				
Entitled	2242	41.7	1655	40.1
Not Entitled	3096	57.6	2448	59.3
Not Appropriate / Unknown	34	0.6	22	0.5
Special Cohort Group				
No	5074	94.5	3912	94.8
'Looked after' child	38	0.7	28	0.7
Traveller child	64	1.2	47	1.1
Asylum seeker or refugee child	27	0.5	16	0.4
Other special group	40	0.7	31	0.8
Not Appropriate / Unknown	129	2.4	91	2.2

NOTE: "All Programmes" includes every child served by Reading Recovery in 2004-2005. "Completed Programmes" are only those children whose programmes were actually completed during 2004-2005.

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

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

There were five possible outcomes for children who received Reading Recovery.

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 withdrawal of funding.

Table 2.1. Programme outcomes for children receiving Reading Recovery: By programme completion, University of London, 2004-2005.

Outcome	<u>All Programmes</u>		<u>Completed Programmes</u>	
	Number	Percent	Number	Percent
Accelerated progress (discontinued)	3487	64.9	3487	84.5
Progress (referred)	638	11.9	638	15.5
Ongoing	949	17.7		
Left	190	3.5		
Incomplete	82	1.5		
Not known	26	0.5		

NOTE: "All Programmes" includes every child entering Reading Recovery in 2004-2005. "Completed Programmes" are only those children whose programmes were actually completed during 2004-2005.

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

More than eight out of ten of the lowest attaining children achieved accelerated learning in Reading Recovery, reaching independent levels of literacy within the required time. This continues a steady improvement in outcomes since the introduction of Reading Recovery and first annual monitoring in 1993-94 (Figure 1).

Disaggregated outcomes**Table 2.2. Characteristics of children completing Reading Recovery programmes: By programme outcome, University of London, 2004-2005.**

Characteristic	Accelerated Progress (Discontinued)		Made Progress (Referred)	
	Number	Percent	Number	Percent
Year Group				
Age 5-6	1817	84.9	323	15.1
Age 6-7	1602	84.1	304	15.9
Age 7-8	66	86.8	10	13.2
Programme Started				
This year	2770	85.5	469	14.5
Last year	708	81.8	157	18.2
Not known	9	42.9	12	57.1
Gender				
Boys	2048	82.4	437	17.6
Girls	1437	87.8	200	12.2
Not known	2	66.7	1	33.3
Ethnicity				
Any White background	3179	84.6	578	15.4
White and Black Caribbean	18	78.3	5	21.7
White and Black African	13	100	0	0
White and Asian	9	81.8	2	18.2
Any Other Mixed background	21	91.3	2	8.7
Indian	11	73.3	4	26.7
Pakastani	31	83.8	6	16.2
Bangladeshi	23	85.2	4	14.8
Any Other Asian background	5	62.5	3	37.5
Caribbean	15	65.2	8	34.8
African	48	92.3	4	7.7
Any Other Black background	13	92.9	1	7.1
Chinese	6	100	0	0
Other	21	91.3	2	8.7
Not Appropriate / Unknown	74	79.6	19	20.4
First Language				
English	3277	84.5	599	15.5
Not English	209	84.3	39	15.7
Not known	1	100	0	0
Free School Meals				
Entitled	1363	82.4	292	17.6
Not Entitled	2102	85.9	346	14.1
Not Appropriate / Unknown	22	100	0	0
Special Cohort Group				
No	3314	84.7	598	15.3
'Looked after' child	25	89.3	3	10.7
Traveller child	37	78.7	10	21.3
Asylum seeker or refugee child	16	100	0	0
Other special group	24	77.4	7	22.6
Not Appropriate / Unknown	71	78	20	22

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

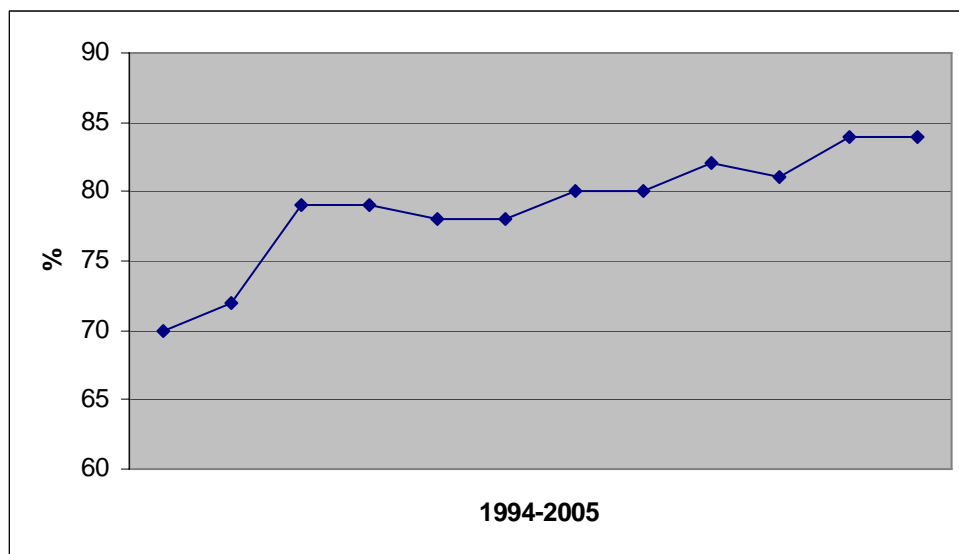


Figure 1. Proportion of children with completed programmes achieving accelerated learning, in annual monitoring, 1994 – 2005.

The achievement gap that was evident in the disproportionate numbers of boys and the over-representation of poor children among the least able, had been considerably narrowed at the end of their Reading Recovery programme. Children whose first language was not English were equally successful as their English first language peers. The timing of the intervention between the first and second years of formal schooling school had little affect on outcome, as did the interruption caused by the summer break for programmes which began in the summer term and were carried across into the new school year.

Although small group sizes mean the data should be treated cautiously, children from ethnic minority groups were very successful with more than four out of five achieving accelerated learning. Of the 13 different ethnic groups identified, nine had discontinuing rates above 80%. Children from Caribbean and Indian backgrounds had the greatest difficulties, yet between two thirds and three quarters of these children were successful. Every one of the 16 asylum seeker children who completed a RR programme reached discontinuing levels, and almost nine out of ten of the 'looked after' children. Traveller's children were no less likely to complete the programme within the year than settled children and more than four out of five achieved accelerated progress.

Evaluation Question 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.

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, University of London, 2004-2005.

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>
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Entry	4110	1.8	2.3	41.2	12.5	12.9	3.8	8	5.8	12.2	10.2	18	10.2	4:10
At discontinuing (accelerated progress)	3475	17	2.7	52.7	4.3	20.5	2.7	21.2	2.8	51.1	17	34.6	3.6	6:7
At referral (progress)	632	8.9	3.8	47.4	9.9	16.7	3.9	14.7	5.7	27.5	14.4	27.8	8.4	5:7

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

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Children who were selected for Reading Recovery had made very little progress in literacy prior to the programme. The majority were non-readers even after a full year of formal literacy teaching, and in some cases two years. In the British Abilities Scales, 4 years 10 months is the lowest possible reading age score.

However, once they started the Reading Recovery programme, children made considerable progress on all measures with those children who achieved accelerated progress (84% of completed programmes) achieving an average reading age of six years seven months. This represented a gain of 21 months, during the five or six months of their series of lessons, around four times the normal rate of progress. They gained on average 15 text levels (see Appendix A). Children who did not make accelerated progress (16% of completed programmes) nevertheless made progress, achieving an average reading age of five years seven months, a gain of nine months, and seven text levels (see Appendix A), at which level they could no longer be considered non-readers.

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, University of London, 2004-2005.

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>
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Age 5-6	1811	16	2	52.6	4.3	20.3	2.8	20.9	2.9	48.3	15.5	34.4	3.7	6:4
Age 6-7	1598	18.2	2.8	52.8	4.3	20.8	2.6	21.4	2.6	54.3	18	34.9	3.5	6:10
Age 7-8	64	18.3	3.5	53	1.5	20.7	2.5	21.3	2.5	51.2	16.8	33.7	5.6	6:10

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

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Children who achieved accelerated learning (85% of completed programmes) reached age appropriate levels of reading, and those who completed their series of lessons earlier (chronological age five to six) reached reading age levels close to the higher end of their chronological age band. Children who started Reading Recovery towards the end of their second year (chronological age six to seven) and completed their series of lessons at the beginning of their third year at school (age seven to eight) achieved reading ages just below their chronological age band.

Evaluation Question 4: 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.

Accelerated progress (discontinued)

Table 4.1. Follow-up scores on Observation Survey tasks of children with discontinued Reading Recovery programmes: University of London, 2004-2005.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>
		Mean	SD	Mean	SD	Mean
At discontinuing	4907	17	2.6	51	16.7	6:7
3 month follow up	2926	18.4	3.4	57.1	19.1	6:10
6 month follow up	1956	20.4	3.8	64.9	22.9	7:1

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

After the end of their series of lessons, without further intensive teaching, children who had achieved the goals of Reading Recovery (84% of completed programmes) not only maintained the gains they had made during their programme, but continued to make normal progress gaining one month in reading age every month. These were children who, prior to Reading Recovery, had made very little progress in literacy and suggests that they had acquired independent strategies for learning more about reading and writing.

Progress (referred)

Table 4.2. Follow-up scores on Observation Survey tasks of children referred after Reading Recovery programmes: University of London, 2004-2005.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>
		Mean	SD	Mean	SD	Mean
At referral	830	8.9	3.8	27.8	14.5	5:7
3 month follow up	434	9.3	4.4	32.5	17.3	5:10
6 month follow up	327	10.8	5.3	37.7	19.9	6:1

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Children who were referred for longer term support (16% of completed programmes) also maintained their programme gains in the six months following the end of one to one teaching and, remarkably, these children also demonstrated a normal rate of continuing progress, gaining one month in reading age every month. These were children who had made almost no progress in literacy learning prior to Reading Recovery suggesting that, whilst they had made insufficient progress to be deemed independent readers and writers, they had nevertheless acquired some strategies for reading and writing.

Evaluation Question 5: Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?

Children who are struggling to learn literacy may be allocated to registers of Special Educational Need, in a continuum according to the gravity of their need. The specific wording of the register may vary from site to site, so children were recorded as:

- Not on the SEN Register
- At the lowest level on the SEN register
- At mid level on the SEN register.
- Recommended for formal assessment.

The child's placement on a continuum of Special Educational Need was recorded at the beginning of the child's Reading Recovery programme, and again following the child's Reading Recovery programme, in order to determine whether the level of need had changed.

All children

Table 5.1. Statement of Special Educational Need of all children Reading Recovery programmes: University of London, 2004-2005.

Assessment Point	Total Pupils	Not on SEN Register		Lowest level on an SEN register		Mid level on an SEN register		Recommended for formal assessment		Not Known	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Before RR	4125	1831	44	1658	40	520	13	94	2	22	0.5
After RR	4125	2443	59	1038	25	393	9.5	207	5	44	1

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Reading Recovery is targeted towards the very lowest attaining children in literacy. At the beginning of their series of lessons almost three out of five children identified for the programme were registered as having Special Educational Needs at some level and 15.5% were considered to be at a mid level or higher, suggesting serious concerns.

Following Reading Recovery the number of children on registers of SEN had been reduced by 15%. Slightly more children were registered at the highest levels, suggesting affective assessment and identification of those with the greatest need. This suggests that a successful Reading Recovery implementation can reduce substantially the numbers of children registered as having Special Educational needs, and efficiently identify those in need of specialist support.

Accelerated progress (discontinued)

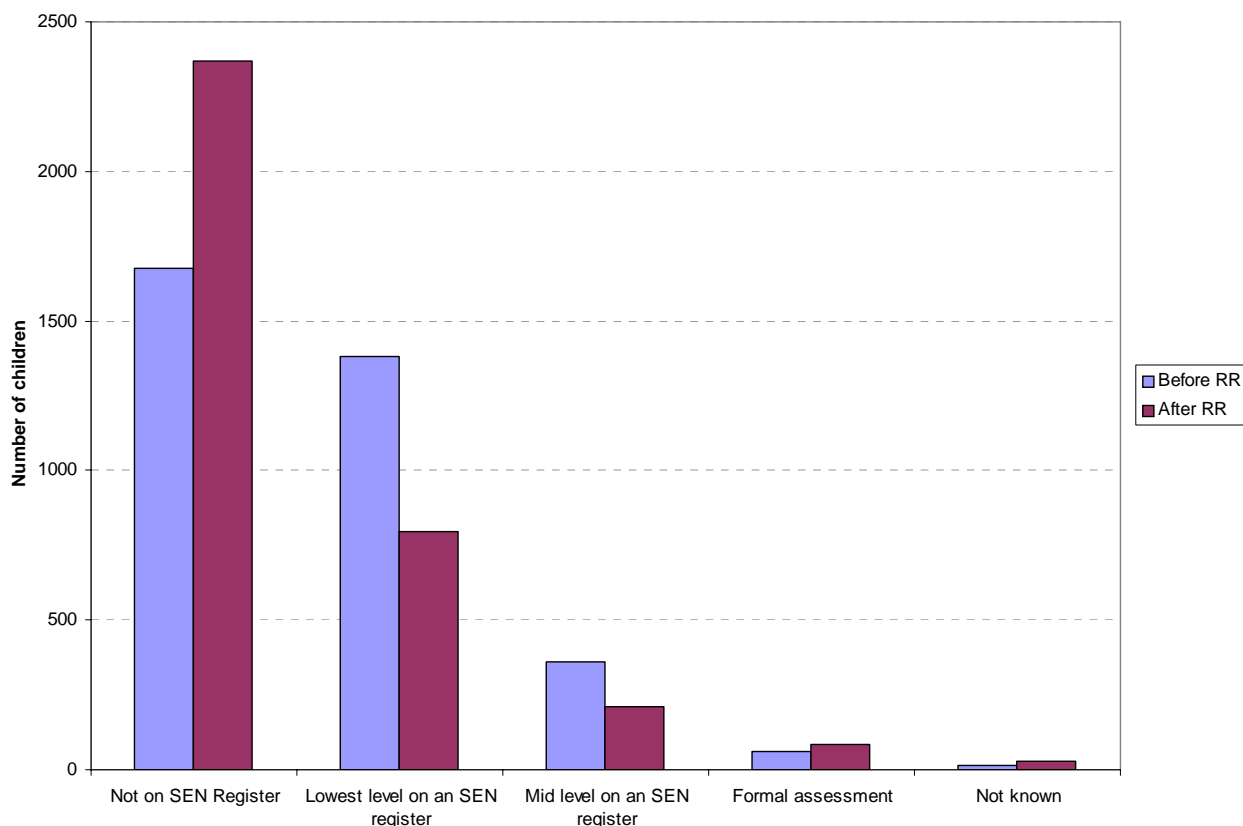
Table 5.2. Statement of Special Educational Need of children with discontinued Reading Recovery programmes: University of London, 2004-2005.

Assessment Point	Total Pupils	Not on SEN Register		Lowest level on an SEN register		Mid level on an SEN register		Recommended for formal assessment		Not Known	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Before RR	3487	1674	48	1379	39.5	359	10.3	63	1.8	12	0.3
After RR	3487	2368	67.9	798	22.9	212	6.1	82	2.4	27	0.8

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

One in five children who achieved accelerated learning in Reading Recovery were removed completely from registers of SEN or recorded at a lower level of concern following their programme.

Figure 5.1. Statement of Special Educational Need of children with discontinued Reading Recovery programmes: University of London, 2004-2005.



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

Children in England sit national assessments (SATs) in reading and writing at the end of their second year of formal schooling (Y2). The national prescribed target is level 2. Children identified for Reading Recovery are the lowest achieving in their class, and would be predicted to reach levels W or 1 without the intervention.

Almost three quarters (72%) of all children who received Reading Recovery reached National Curriculum level 2 and above in Reading, and more than two thirds (64%) in Writing. This included children who did not achieve the goals of the programme, and those who were still only part way through their Reading Recovery programme when they took national assessments. Children who achieved accelerated learning had an 85% chance of reaching Level 2 in reading, with half reaching level 2b or above. This figure represents a further year on year improvement in outcomes and a considerable advantage for children who might have been expected to achieve levels 1 or W.

Table 6.1. Key Stage 1 SATs levels of Reading Recovery children: By programme outcome, University of London, 2004-2005.

Programme Outcome/ SATs Level	<u>Key Stage 1 Reading</u>		<u>Key Stage 1 Writing</u>	
	number	percent	number	percent
Accelerated progress (discontinued)				
W	1	0.1	14	1.6
1	131	15.3	204	23.8
2c	285	33.2	379	44.2
2b	344	40.1	214	24.9
2a	80	9.3	41	4.8
3	17	2	6	0.7
All completed programmes				
W	30	2.8	64	6
1	266	24.9	317	29.7
2c	315	29.5	416	38.9
2b	358	33.5	223	20.9
2a	83	7.8	43	4
3	17	1.6	6	0.6

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

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

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

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; 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 7.1. Weeks and lessons of children completing Reading Recovery programmes: By programme outcome, University of London, 2004-2005.

Outcome/Time	Total pupils	Mean	SD	Minimum	Maximum
Accelerated progress (discontinued)					
Weeks	3467	18.5	5.5	5	35
Lessons	3464	73.9	22.3	20	175
Lost lessons	3463	18.4	14.2	-77	97
Progress (referred)					
Weeks	632	20.9	5.7	5	35
Lessons	633	78	21.9	20	144
Lost lessons	631	26.4	18.7	-4	88

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

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Children achieved the goals of the programme, of progressing from being the lowest attaining children to age appropriate levels of literacy, in a relatively short time, less than 19 weeks or 74 lessons, representing on average just 37 hours of teaching. This is slightly shorter than in previous years, suggesting increased efficiency. Children who did not achieve the goals of the programme were, appropriately, given slightly longer. These children missed substantially more lessons, which would contribute to them not achieving accelerated progress.

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 7.2. Days taught and days missed by Reading Recovery teachers: By training status, University of London, 2004-2005.

Training status	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
Teachers in training	183	157.8	30.5	13.4	12.5
Experienced Teachers	553	155.6	31	17.4	18.8

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Teacher responsibilities

Table 7.3. Days taught and days missed by Reading Recovery teachers: By teacher role, University of London, 2004-2005.

Training role	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
RR Teacher Only	152	156.1	33.9	8.8	9.0
Class Teacher + RR	139	146.9	32.4	23.8	19.1
RR + Support	368	160.0	27.6	15.4	15.9
Other (including Teacher Leaders)	78	155.1	30.6	23.6	15.0

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

There was little difference between teachers in training and experienced teachers in their ability to safeguard teaching time, but teacher responsibilities did impact upon their ability to provide daily lessons. Class teachers and those in the Other category, especially Headteachers/Principals, were most likely to be withdrawn from teaching, whereas those with Reading Recovery plus other support roles, and those whose only responsibility was Reading Recovery, often part time teachers, were the most consistent.

Evaluation Question 8: Which teachers were involved in Reading Recovery?

Experience

Table 8.1. Experience of Reading Recovery teachers: University of London, 2004-2005.

Years of experience	number	percent
In training this year	183	24.9
2-3 years after training	222	30.2
4-5 years after training	143	19.4
More than five years	188	25.5

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

One in four of the cohort of teachers was undergoing Reading Recovery training during the year reported and one in four had worked in Reading Recovery for more than five years. The majority teachers had between two and five years of experience in the programme.

Outcomes

Table 8.2. Pupils served and programme lengths: By teacher training status, University of London, 2004-2005.

Teacher training status/ Programme outcome	Pupils Served		Programme Length	
	number	percent	Mean	SD
Teachers in training				
Accelerated progress (discontinued)	745	87.1	19.2	6.1
Progress (referred)	110	12.9	24.1	6.1
Experienced teachers				
Accelerated progress (discontinued)	2577	83.8	18.3	5.3
Progress (referred)	499	16.2	20.2	5.5

SOURCE: National Data Evaluation Center, Annual Data Collection: 2004-2005

Teachers in training were slightly more successful in lifting the least able children to age appropriate levels of literacy, but experienced teachers were able to do this a little more quickly, potentially enabling them to serve more children during the year.

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.”

