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Reading Recovery™ Annual Report for the United Kingdom and Ireland: 2005-6

Julia Douëttil
Reading Recovery National Network
Institute of Education
University of London
20 Bedford Way
London WC1H 0AL

Tel 020 7612 6585
readrec@ioe.ac.uk
www.readingrecovery.org.uk

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EXECUTIVE SUMMARY

The implementation of Reading Recovery across the UK and Republic of Ireland continued to provide a highly effective and increasingly efficient early literacy intervention for the lowest attaining children. Almost five thousand children were served by 660 exceptionally qualified teachers, who were supported by more than 30 training centres.

1: How many children were involved and which children were they?

The implementation of Reading Recovery across the UK and Republic of Ireland was slightly smaller than in recent years and 4,767 children were served across England, Scotland, Wales and Jersey, Northern Ireland and the Republic of Ireland (Table 1.1). The numbers in England, Scotland and Wales increased slightly in 2005-06 and support from the Every Child a Reader project helped to reverse a decline in England in recent years. The Republic of Ireland began a planned expansion which saw a substantial increase in numbers. However the implementation in Northern Ireland ran into difficulties due to widespread public spending cuts, and the number of children served in the Province fell by more than 1,000.

The majority of children were identified for Reading Recovery in the first year of formal schooling after nursery/reception, and almost half of the older children in the programme had started their series of lessons in the previous year (Table 1.2). Boys outnumbered girls among the lowest attaining children by approximately three to two and more than one in ten were learning English as an additional language. Half of the children (50%) 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.

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 (Fig 2).

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 as successful as their English first language peers. The timing of the intervention between the first and second years of formal schooling had little effect 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 44 'looked after' children who had completed their series of lessons by the end of the year, 38 (86%) achieved accelerated learning, as did 13 of the 16 asylum seeker or refugee children. Travellers' children were as likely to complete the

programme within the year as settled children and more than three out of four achieved accelerated progress.

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 their entry to the programme (Table 3.1). The majority were non-readers after one or even two full years of formal literacy teaching. On the British Abilities Scales measure of reading age they averaged 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 (85% of completed programmes) achieving an average reading age of six years seven months. This represented a gain of 21 months during the four or five 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 (15% 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.

At the end of their series of Reading Recovery lessons, children who made accelerated progress (85%) had reached text reading levels appropriate for their age (Table 3.2.) Children who completed their series of lessons earlier (which was the largest group) reached a higher reading level for their age, compared with children who were older when they completed.

4: What progress did children make after Reading Recovery?

In the six months following the end of their series of lessons, without further intensive teaching, children who had achieved the goals of Reading Recovery (85% of completed programmes) not only maintained the gains they had made during their series of lessons, but continued to make normal progress, gaining one month in reading age every month (Table 4.1.). These were children who, prior to Reading Recovery, had made very little progress in literacy but the evidence suggests that they had acquired independent strategies for learning more about reading and writing.

Children who had not achieved the accelerated progress which is the goal of the intervention also made further progress in the six months following the end of their individual lessons, and indeed continued to make progress at the same rate as children without literacy problems (Table 4.2.). So, although still behind their peers, the evidence suggests that these children had also begun to develop strategies for independent literacy learning.

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 identified for Reading Recovery are the lowest attaining in their class and, without the intervention, are the most likely to be recognised in whatever system is applied in their schools as requiring long term SEN support of some kind. Following Reading Recovery more than 600 children, or 17% of the cohort, who had been identified as having SEN could be removed from the register of special educational needs (Table 5.1). The numbers of children at each level of SEN was reduced, except that 77 children who had not made expected progress in Reading Recovery could be more clearly identified as requiring formal assessment at an early stage in their learning. 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 (Fig 5.1.).

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

More than two thirds (69%) of all children who received Reading Recovery reached National Curriculum level 2 and above in reading, and almost as many (62%) in writing (Table 6.1.). 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 83% chance of reaching Level 2 in reading, with almost half reaching level 2b or above. These outcomes were slightly lower than in the previous year but was inline with the national trend, and still represents a considerable advantage for children who might have been expected to achieve levels 1 or W.

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, just over 18 weeks or 73 lessons, representing on average less than 37 hours of teaching. Since the evaluation of 2003 teachers have managed to reduce the average length of children's programmes by almost two weeks, suggesting increased efficiency which will enable more children to be helped. Most importantly this has been achieved without compromising outcomes, indeed whilst achieving an increase both in rates of success and in literacy levels reached.

Children who did not achieve the goals of the programme were, appropriately, given slightly longer. These children missed substantially more lessons, which could be a contributing factor to them not achieving accelerated progress.

In spite of their brisker programmes, teachers still lost on average 15 to 17 opportunities to teach their Reading Recovery lessons, even when children were at school. This could lengthen children's series of lessons by the equivalent of three weeks, which would impact upon other children's chances of receiving support.

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.

8: Which teachers were involved in Reading Recovery?

There were 660 Reading Recovery teachers in 2005-06, compared with 737 in the previous year. The great majority of Reading Recovery teachers also had support responsibilities within the school for other children with special educational needs (Table 7.1). This is in keeping with a drive to capitalise on each school's investment in the professional development of their Reading Recovery teachers, by utilising their professional expertise more widely in the school.

The number of teachers in training was considerably reduced from around 200 in previous years to 133 in 2005-06 (Table 8.1). Funding difficulties on Northern Ireland meant that no training was made available in the Province. In England the ECAR project focussed on enabling already trained teachers to return to Reading Recovery. Nevertheless one in five of the cohort of teachers was undergoing Reading Recovery training during the year. Half had trained in Reading Recovery four or more years previously, although it is not recorded how many of these had had a break in their teaching, or for how long.

Teachers in training and experienced teachers were equally successful in lifting the least able children to age appropriate levels of literacy (Table 8.2). As might be expected, experienced teachers were able to do this a little more quickly, potentially enabling them to serve more children during the year.

Julia Douetil
November 2006

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, because 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 2005-2006 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 programmes 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?

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 implementation was slightly smaller than in recent years and 4,767 children were served across the Republic of Ireland, Northern Ireland, England, Scotland, Wales and Jersey (Table 1.1).

Table 1.1. Number of children participating in Reading Recovery across the regions of the UK and Ireland: 2003-2006.

	2005-06	2004-05	2003-04
England	1796	1719	1812
Wales & Scotland	584	434	386
N Ireland	1603	2707	2775
Republic of Ireland	784	512	410
Total reached	4767	5372	5383

The numbers in England, Wales and Scotland increased slightly in 2005-06 and support from the Every Child a Reader project helped to reverse a decline in England in recent years. The Republic of Ireland began a planned expansion which saw a substantial increase in numbers. However the implementation in Northern Ireland ran into difficulties due to widespread public spending cuts, and the number of children served in the Province fell by more than 1,000.

The majority of children were identified for Reading Recovery in the first year of formal schooling after nursery/reception, and almost half of the older children in the programme later had started their series of lessons in the previous year (Table 1.2). Boys outnumbered girls among the lowest attaining children by approximately three to two and more than one in ten were learning English as an additional language. Half of the children (50%) 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 1.2. Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UK and Republic of Ireland, 2005-2006.

Description	<u>All Programmes</u>		<u>Completed Programmes</u>	
	number	percent	number	percent
Year Group				
Age 5-6	2845	59.7	1815	50.7
Age 6-7	1840	38.6	1689	47.2
Age 7-8	79	1.7	72	2
Programme Started				
This year	3907	82	2810	78.5
Last year	790	16.6	751	21
Not known	70	1.5	17	0.5
Gender				
Boys	2814	59	2117	59.2
Girls	1950	40.9	1458	40.7
Not known	3	0.1	3	0.1
Ethnicity				
Any White background	3987	83.6	3031	84.7
White and Black Caribbean	47	1	35	1
White and Black African	12	0.3	10	0.3
White and Asian	12	0.3	8	0.2
Any Other Mixed background	49	1	37	1
Indian	32	0.7	24	0.7
Pakastani	81	1.7	55	1.5
Bangladeshi	51	1.1	39	1.1
Any Other Asian background	22	0.5	16	0.4
Caribbean	72	1.5	52	1.5
African	121	2.5	75	2.1
Any Other Black background	37	0.8	21	0.6
Chinese	3	0.1	3	0.1
Other	76	1.6	48	1.3
Not Appropriate / Unknown	165	3.5	124	3.5
First Language				
English	4241	89	3218	89.9
Not English	524	11	359	10
Not known	2	0	1	0
Free School Meals				
Entitled	2358	49.5	1678	46.9
Not Entitled	2375	49.8	1877	52.5
Not Appropriate / Unknown	34	0.7	23	0.6
Special Cohort Group				
No	4361	91.5	3301	92.3
'Looked after' child	66	1.4	44	1.2
Traveller child	73	1.5	50	1.4
Asylum seeker or refugee child	29	0.6	16	0.4
Other special group	44	0.9	29	0.8
Not Appropriate / Unknown	194	4.1	138	3.9

NOTE: "All Programmes" includes every child served by Reading Recovery in 2005-2006. "Completed Programmes" are only those children whose programmes were actually completed during 2005-2006.

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

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, UK and Republic of Ireland, 2005-2006.

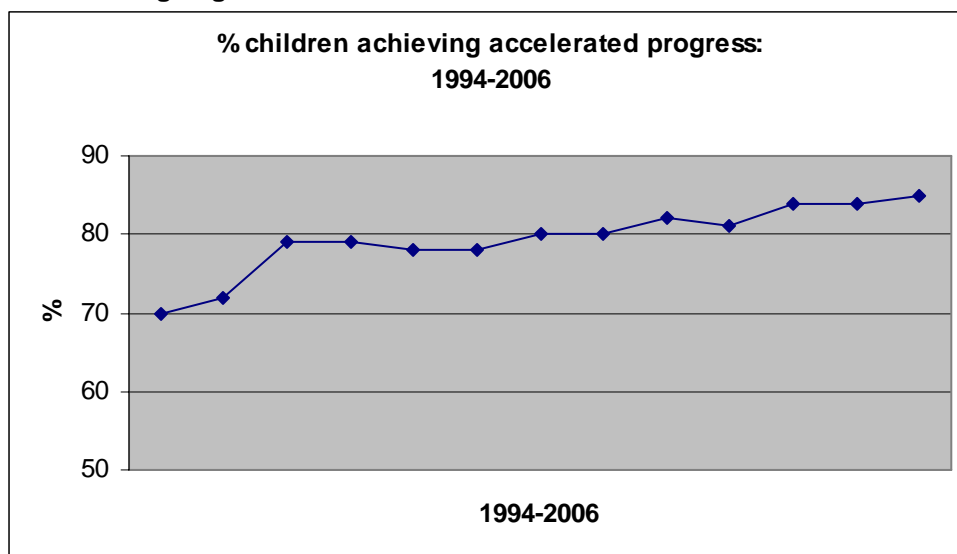
Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (discontinued)	3047	63.9	3047	85.2
Progress (referred)	531	11.1	531	14.8
Ongoing	930	19.5		
Left	172	3.6		
Incomplete	87	1.8		
Total	4767		3578	

NOTE: "All Programmes" includes every child entering Reading Recovery in 2005-2006. "Completed Programmes" are only those children whose programmes were actually completed during 2005-2006.

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

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 (Fig 2).

Fig.2. Proportion of children who have completed Reading Recovery achieving accelerated progress, since national monitoring began.



Disaggregated outcomes**Table 2.2. Characteristics of children completing Reading Recovery programmes: By programme outcome, UK and Republic of Ireland, 2005-2006.**

Characteristic	Accelerated Progress (Discontinued)		Made Progress (Referred)	
	Number	Percent	Number	Percent
Year Group				
Age 5-6	1544	85.1	271	14.9
Age 6-7	1440	85.3	249	14.7
Age 7-8	61	84.7	11	15.3
Programme Started				
This year	2427	86.4	383	13.6
Last year	610	81.2	141	18.8
Not known	10	58.8	7	41.2
Gender				
Boys	1760	83.1	357	16.9
Girls	1285	88.1	173	11.9
Ethnicity				
Any White background	2593	85.5	438	14.5
White and Black Caribbean	30	85.7	5	14.3
White and Black African	10	100	0	0
White and Asian	6	75	2	25
Any Other Mixed background	29	78.4	8	21.6
Indian	22	91.7	2	8.3
Pakastani	43	78.2	12	21.8
Bangladeshi	31	79.5	8	20.5
Any Other Asian background	15	93.8	1	6.3
Caribbean	41	78.8	11	21.2
African	63	84	12	16
Any Other Black background	21	100	0	0
Chinese	2	66.7	1	33.3
Other	36	75	12	25
Not Appropriate / Unknown	105	84.7	19	15.3
First Language				
English	2748	85.4	470	14.6
Not English	298	83	61	17
Not known	1	100	0	0
Free School Meals				
Entitled	1375	81.9	303	18.1
Not Entitled	1652	88	225	12
Not Appropriate / Unknown	20	87	3	13
Special Cohort Group				
No	2811	85.2	490	14.8
'Looked after' child	38	86.4	6	13.6
Traveller child	38	76	12	24
Asylum seeker or refugee child	13	81.3	3	18.8
Other special group	23	79.3	6	20.7
Not Appropriate / Unknown	124	89.9	14	10.1

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

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 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 44 'looked after' children who had completed their series of lessons by the end of the year, 38 (86%) achieved accelerated learning, as did 13 of the 16 asylum seeker or refugee children. Travellers' children were as likely to complete the programme within the year as settled children and more than three out of four achieved accelerated progress.

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, UK and Republic of Ireland, 2005-2006.

Assessment Point	Total Pupils	Book Level		Letter Identification		Concepts about Print		Word Test		Writing Vocabulary		HRSIW		BAS Reading Age	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Entry	3572	1.8	2.3	41.3	12.5	12.7	4	7.7	6	12	10.4	18.2	10.3	4:10	
At discontinuing (accelerated progress)	3042	17.1	2.6	52.7	3.9	20.5	2.6	21.3	2.8	51.5	17.9	34.9	3.2	6:7	
At referral (progress)	524	8.7	3.6	47.8	8.5	16.4	3.6	14.5	5.9	27.9	14.5	27.7	8.2	5:7	

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

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

Children who were selected for Reading Recovery had made very little progress in literacy prior to their entry to the programme (Table 3.1). The majority were non-readers after one or even two full years of formal literacy teaching. On the British Abilities Scales measure of reading age they averaged 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 (85% of completed programmes) achieving an average reading age of six years seven months. This represented a gain of 21 months during the four or five 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, UK and Republic of Ireland, 2005-2006.

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	SD
Age 5-6	1541	16.1	2.1	52.7	3.4	20.3	2.6	21.1	2.9	48.2	15.9	34.7	3	6:7	
Age 6-7	1438	18.1	2.7	52.7	4.5	20.7	2.7	21.5	2.6	54.8	19.3	35.1	3.5	6:10	
Age 7-8	61	18.4	3.6	53.4	1.1	21.5	2	21.7	2.3	56	16.9	34.8	2.7	6:10	

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

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

At the end of their series of Reading Recovery lessons, children who made accelerated progress (85%) had reached text reading levels appropriate for their age. Children who completed their series of lessons earlier (which was the largest group) reached a higher reading level for their age, compared with children who were older when they completed.

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: UK and Republic of Ireland, 2005-2006.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>	
		Mean	SD	Mean	SD	Mean	SD
At discontinuing	3015	17.1	2.6	51.6	17.9	6:7	
3 month follow up	1440	18.9	3.4	59.3	19.7	6:10	
6 month follow up	516	20.7	3.9	65.2	22.2	7:1	

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

In the six months following the end of their series of lessons, without further intensive teaching, children who had achieved the goals of Reading Recovery (85% of completed programmes) not only maintained the gains they had made during their series of lessons, but continued to make normal progress, gaining one month in reading age every month (Table 4.1). These were children who, prior to Reading Recovery, had made very little progress in literacy but the evidence 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: UK and Republic of Ireland, 2005-2006.**

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age	
		Mean	SD	Mean	SD	Mean	
At referral	777	8.9	3.7	28.7	14.5	5:7	
3 month follow up	429	9.4	4.2	32.7	15.4	5:10	
6 month follow up	343	11.4	5.1	39.5	17.8	6:1	

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

Children who had not achieved the accelerated progress which is the goal of the intervention also made further progress in the six months following the end of their individual lessons, and indeed continued to make progress at the same rate as children without literacy problems (Table 4.2). So, although still behind their peers, the evidence suggests that these children had also begun to develop strategies for independent literacy learning.

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 (SEN), 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.

Table 5.1. Statement of Special Educational Need of all children before and after Reading Recovery: UK and Republic of Ireland, 2005-2006.

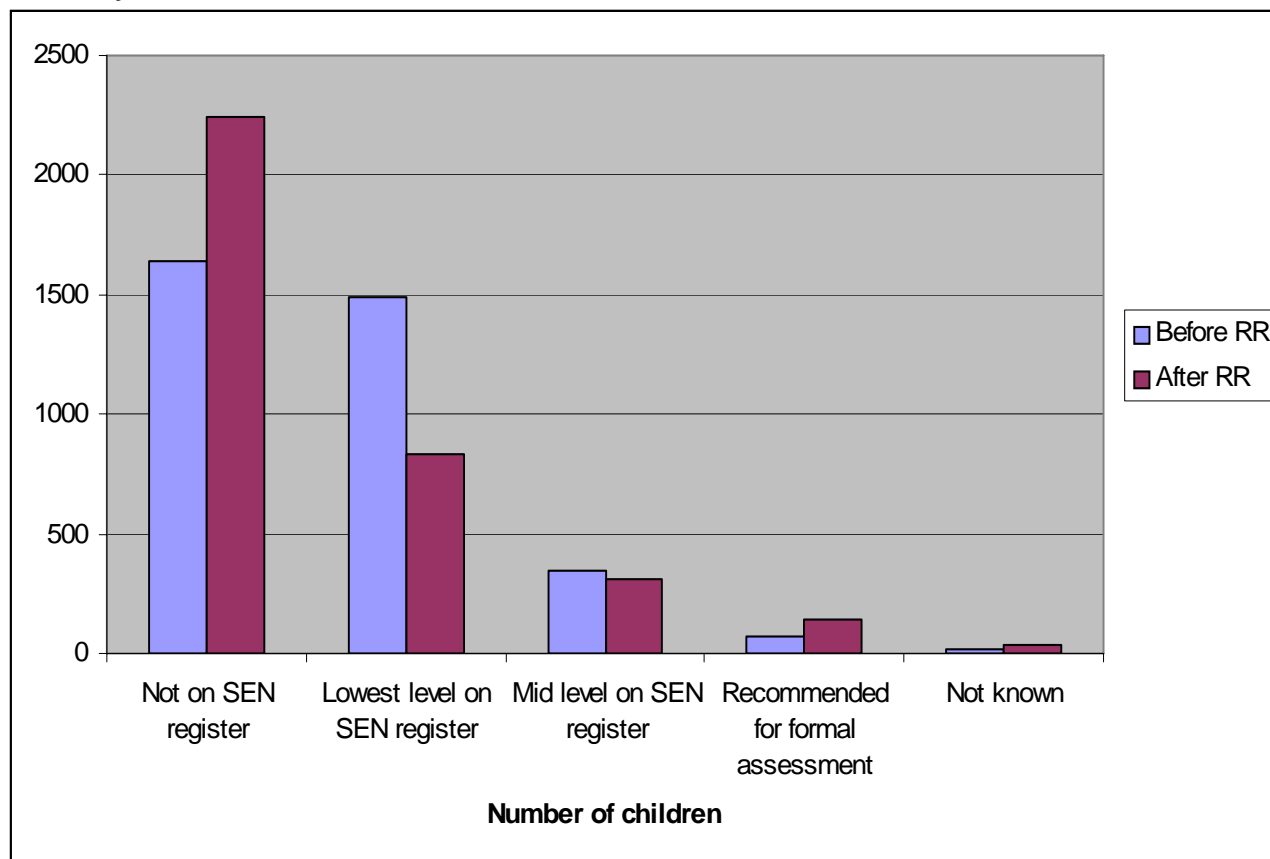
Assessment Point	Total Pupils	Not on SEN Register		Lowest level on an SEN register		Mid level on an SEN register		Recommended for formal assessment		Not Known	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Before RR	3578	1636	45.7	1487	41.6	374	10.4	67	1.9	14	0.4
After RR	3578	2247	62.8	836	23.3	313	8.7	144	4.0	38	1.1

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

Children identified for Reading Recovery are the lowest attaining in their class and, without the intervention, are the most likely to be recognised in whatever system is applied in their schools as requiring long term SEN support of some kind. Following Reading Recovery more than 600 children, or 17% of the cohort, who had been identified as having SEN could be removed from the register of special educational needs (Table 5.1). The numbers of children at each level of SEN was reduced, except that 77 children who had not made expected progress in Reading Recovery could be more clearly identified as requiring formal assessment at an early stage in their learning. 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 (Fig 5.1).

Figure 5.1. Statement of Special Educational Need of children before and after Reading Recovery: University of London, 2005-2006.



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.

More than two thirds (69%) of all children who received Reading Recovery reached National Curriculum level 2 and above in Reading, and almost as many (62%) 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 83% chance of reaching Level 2 in reading, with almost half reaching level 2b or above. These outcomes were slightly lower than in the previous year but was inline with the national trend, and still represents 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, UK and Republic of Ireland, 2005-2006.

Programme Outcome/ SATs Level	Key Stage 1 Reading		Key Stage 1 Writing	
	number	percent	number	percent
Accelerated progress (discontinued)				
W	1	0.1	16	1.9
1	143	17	201	24
2c	290	34.6	384	45.8
2b	294	35	205	24.4
2a	97	11.6	30	3.6
3	14	1.7	3	0.4
All completed programmes				
W	26	2.4	61	5.7
1	310	28.8	348	32.4
2c	329	30.6	425	39.5
2b	300	27.9	208	19.3
2a	97	9	30	2.8
3	14	1.3	3	0.3

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

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

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, UK and Republic of Ireland, 2005-2006.

Outcome/Time	Total pupils	Mean	SD	Minimum	Maximum
Accelerated progress (discontinued)					
Weeks	3030	18.4	5.3	5	35
Lessons	3028	73.4	21.4	20	160
Lost lessons	3026	18.7	14.6	-45	100
Progress (referred)					
Weeks	526	20.4	5	6	35
Lessons	525	77	21.5	20	147
Lost lessons	525	24.9	18	-12	112

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: Reading Recovery National Network, Annual Data Collection: 2005-2006

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, just over 18 weeks or 73 lessons, representing on average less than 37 hours of teaching. Since 2003 teachers have managed to reduce the average length of children's programmes by almost two weeks, suggesting increased efficiency which will enable more children to be helped.

Most importantly this has been achieved without compromising outcomes, indeed whilst achieving an increase both in rates of success and in literacy levels reached.

Children who did not achieve the goals of the programme were, appropriately, given slightly longer. These children missed substantially more lessons, which could be a contributing factor 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, UK and Republic of Ireland, 2005-2006.

Training status	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
Teachers in training	133	160.5	29	14.8	19.3
Experienced Teachers	527	155.8	31.4	17.4	20.7
Total number of teachers	660				

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

In spite of their brisker programmes, teachers still lost on average 15 to 17 opportunities to teach their Reading Recovery lessons, even when children were at school. This could lengthen children's series of lessons by the equivalent of three weeks, which would impact upon other children's chances of receiving support.

Teacher responsibilities

Table 7.3. Days taught and days missed by Reading Recovery teachers: By teacher role, UK and Republic of Ireland, 2005-2006.

Training role	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
RR Teacher Only	128	162.7	28	11	18.3
Class Teacher + RR	132	146.9	32.7	23.5	20.9
RR + Support	318	160.5	26.2	15.2	19
Other (incl Teacher Leaders)	82	147.7		22.2	

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

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.

8: Which teachers were involved in Reading Recovery?

Experience

Table 8.1. Experience of Reading Recovery teachers: UK and Republic of Ireland, 2005-2006.

Years of experience	number	percent
In training this year	133	20.2
2-3 years after training	202	30.6
4-5 years after training	109	16.5
More than five years	216	32.7

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

There were 660 Reading Recovery teachers in 2005-06, compared with 737 in the previous year. The great majority of Reading Recovery teachers also had support responsibilities within the school for other children with special educational needs (see also Table 7.1). This is in keeping with a drive to capitalise on each school's investment in the professional development of their Reading Recovery teachers, by utilising their professional expertise more widely in the school.

The number of teachers in training was considerably reduced from around 200 in previous years to 133 in 2005-06 (Table 8.1). Funding difficulties on Northern Ireland meant that no training was made available in the Province. In England the ECAR project focussed on enabling already trained teachers to return to Reading Recovery. Nevertheless one in five of the cohort of teachers was undergoing Reading Recovery training during the year. Half had trained in Reading Recovery four or more years previously, although it is not recorded how many of these had had a break in their teaching, or for how long.

Outcomes

Table 8.2. Pupils served and programme lengths: By teacher training status, UK and Republic of Ireland, 2005-2006.

Teacher training status/ Programme outcome	Pupils Served		Programme Length	
	number	percent	Mean	SD
Teachers in training				
Accelerated progress (discontinued)	482	84.6	20.4	6
Progress (referred)	88	15.4	23.2	5
Experienced teachers				
Accelerated progress (discontinued)	2370	84.9	18.1	5.1
Progress (referred)	422	15.1	19.9	4.9

SOURCE: Reading Recovery National Network, Annual Data Collection: 2005-2006

Teachers in training and experienced teachers were equally successful in lifting the least able children to age appropriate levels of literacy (Table 8.2). As might be expected, 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.”

