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Reading Recovery™ Annual Report for the United Kingdom and Ireland: 2006-7

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EXECUTIVE SUMMARY

Size of the implementation

More than five thousand three hundred children were served by Reading Recovery in 2006-07 by 730 teachers. This was an increase of 574 children or 12% on the previous year. The cohort in England increased by 60%, largely due to the funded Every Child a Reader (ECaR) project. In the Republic of Ireland more than a thousand children were served, an increase of 35% on the previous year, continuing the rapid expansion there. In Northern Ireland too, more than a thousand children were served, although this represented a reduction of 36%, largely caused by funding difficulties. The programme in Scotland also contracted, mainly as a result of staff losses, whilst in Wales a reduction in the previous year was reversed.

Children served

The majority of children (63%) were identified for Reading Recovery in the first year of formal schooling after nursery/reception, and of those in their second year, half had started their series of lessons in the previous year. Boys continued to outnumber girls by just under three to two (58% boys). The tendency for poor children and bilingual learners to be over represented in the cohort was even more pronounced than in previous years, possibly reflecting the targeting of ECaR funds to areas of deprivation. More than half of the children (55%) in Reading Recovery came from economically disadvantaged homes, a very high proportion compared with the distribution of such children in the general population (18%) and an increase on the previous year (50%). Just under one in five (18%) were learning English as an additional language compared with just over one in ten (11%) the previous year. The proportion of the cohort from ethnic minority backgrounds remained stable at 25% and although the proportion from special cohort groups (e.g. looked after children) remained small overall, it did increase sharply from 212 or 4% of the cohort in 2006, to 329 or 6% of the cohort in 2007.

Length of children's series of lessons

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 19 weeks or 76 lessons, representing on average less than 40 hours of teaching. Children who did not achieve the goals of the programme were given around two weeks longer but that constituted only an average of four more lessons. These children missed substantially more lessons, which could be a contributing factor to them not achieving accelerated progress. It is a concern if children are referred after a very short series of lessons but this was rare (one child referred after five weeks, three children after 7 weeks, only 12 children referred after fewer than 10 weeks).

Outcomes

Seventeen out of every twenty of the lowest attaining children achieved accelerated learning in Reading Recovery in 2006-7, reaching independent levels of literacy within the required time. Given that these were the lowest attaining children, with even higher levels of disadvantage than in the past, and that criteria for success in Reading Recovery are very demanding this is a tremendous achievement and testament to the efforts of both teachers and children. This is consistent with the high outcomes achieved 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 just 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.

Children from ethnic minority groups were very successful with more than four out of five achieving accelerated learning, although small group sizes mean the data should be treated cautiously. Nine out of ten Caribbean children and eight out of ten white + Caribbean children were successful. Although teachers found it more difficult to achieve the goals of Reading Recovery with Pakistani children and those of other mixed backgrounds, nevertheless three out of four of them were successful.

Twenty seven of the 37 looked after children (73%) who had completed their series of lessons by the end of the year achieved accelerated learning, as did 38 out of 41 asylum seeker or refugee children (93%). Traveller children were just as likely to complete the programme within the year as settled children and three out of four achieved accelerated progress.

Literacy Levels

Children who were identified for Reading Recovery had made very little progress in literacy prior to the intervention compared to normal readers and writers of their age. On the British Abilities Scales measure of reading age they averaged 4 years 10 months, the lowest possible reading age score on that measure, effectively non-readers after one or even two full years of formal literacy teaching.

Entry levels of children identified for Reading Recovery may provide some insight into the effects of changes in classroom literacy programmes for the lowest attaining. Since 1997 an increased emphasis on phonics based teaching methods in primary schools, especially in England, has been accompanied by children presenting with higher scores on a range of assessments. But these same children's text reading levels have remained low, and in 2006-07 more than one in three (38%) of the children entering Reading Recovery were unable to read any published text at all, and a further 45% only able to read a very predictable, repetitive Level 1 or 2 text (see Appendix 1 for an example of a level 1 text).

However, once children started Reading Recovery, they 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 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.

Progress after Reading Recovery

In the six months following the end of their series of lessons, without further individual teaching, children who had achieved the goals of Reading Recovery (84% of completed programmes) not only maintained the gains they had made during their series of lessons, but continued to make steady progress, gaining six months in reading age in six months. 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. So, although still behind their peers, the evidence suggests that these children had also begun to develop strategies for independent literacy learning.

Special Educational Needs

Following Reading Recovery more than 800 children, or 21% of the cohort, who had been identified as having SEN could be removed from the register of special educational needs. The numbers of children at each level of SEN was reduced, except that 84 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.

National Assessments in England

Almost three out of four children who received Reading Recovery attained level 2 or above in National Assessments for reading (71.6%), and two out of three for writing (60%). This included children who did not achieve the goals of the programme, and those who received RR in Y2 and were still part way through their series of RR lessons when National Assessments took place.

Children who achieved the goals of Reading Recovery had an even greater likelihood of success in National Assessments, with 17 out of 20 (83%) reaching level 2 or above in reading and 14 out of 20 (69%) in writing

Teachers' experience

One in three (34%) teachers in the cohort was in training during the data year 2006-07, and was still learning how to make Reading Recovery work with the children reported (Table 7.1). This compares with one in five (20%) in the previous year. Conversely one in four teachers (27%) had been teaching in Reading Recovery for some considerable time, compared with one in three (33%) the previous year. This reflects regional increases in opportunities for training, driven by expansion in the Republic of Ireland and by ECaR in England, bringing a shift towards a slightly less experienced teacher cohort.

Teachers in training were able to safeguard their teaching time a little more than experienced teachers, missing on average five fewer lessons, potentially saving the equivalent of one week on each child's programme. As might be expected, experienced teachers were able to solve the problems of a slightly higher proportion of children, compared with those learning how to teach in Reading Recovery for the first time and they were able to do so more quickly. Given the higher proportion of new teachers in the 2006-07 cohort, this could contribute to the slightly lower rate of programmes reaching discontinuing levels in 2007 compared with 2006.

Teachers' responsibilities

Teachers' other duties impacted upon their ability to provide daily lessons. Those whose only responsibility was RR, often part time teachers, provided the most consistent daily lessons. Those who combined class teaching and RR also suffered frequent interruptions, potentially adding four weeks to each child's programme.

Those with senior posts, including Head teachers/Principals, were the most likely to be drawn away from daily teaching, although this category also included Teacher Leaders, for whom daily teaching is especially difficult.

Due to local circumstances, a small number of teachers were unable to complete records for some children, these gaps are shown in the following tables as 'Not Known'.

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 UK and Republic of Ireland. The report accounts for all children served by Reading Recovery

within the site during the 2006-2007 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?

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

More than five thousand three hundred children were served by Reading Recovery in 2006-07 by 730 teachers (Table 1.1). This was an increase of 574 children or 12% on the previous year (Table 1.2). The cohort in England increased by 60%, largely due to the funded Every Child a Reader (ECaR) project. In the Republic of Ireland more than a thousand children were served, an increase of 35% on the previous year, continuing the rapid expansion there. More than a thousand children were served in Northern Ireland, although this represented a reduction of 36%, largely caused by funding difficulties. The programme in Scotland also contracted, mainly as a result of staff losses, whilst in Wales a reduction in the previous year was reversed.

Table 1.1 Numbers of children served in Reading Recovery in 2006-07

	Entire implementation	England	Northern Ireland	Republic of Ireland
Children served	5341	2893	1023	1062
All Teachers	731	377	156	166
Teachers in training (included in fig. above)	246	182	0	55

Table 1.2 Number of children served by Reading Recovery across the regions of the UK and Ireland 2004-5 to 2006-7.

	2006-7	2005-06	2004-05
Entire implementation	5341	4767	5372
England	2893	1796	1719
Northern Ireland	1023	1603	2707
Republic of Ireland	1062	784	512
Scotland	88	333	145
Wales	275	251	289

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)

In 2006-07 the majority of children (63%) were identified for Reading Recovery in the first year of formal schooling after nursery/reception, and of those in their second year, half had started their series of lessons in the previous year (Table 1.3).

Boys continued to outnumber girls by just under three to two (58% boys).

The tendency for poor children and bilingual learners to be over represented in the cohort was even more pronounced than in previous years, possibly reflecting the targeting of ECaR funds to areas of deprivation. More than half of the children (55%) in Reading Recovery came from economically disadvantaged homes, a very high proportion compared with the distribution of such children in the general population (18%) and an increase on the previous year (50%).

Just under one in five (18%) were learning English as an additional language compared with just over one in ten (11%) the previous year. The proportion of the cohort from ethnic minority backgrounds remained stable at 25% and although the proportion from special cohort groups (e.g. looked after children) remained small overall, it did increase sharply from 212 or 4% of the cohort in 2006, to 329 or 6% of the cohort in 2007.

Due to local circumstances, a small number of teachers were unable to complete records for some children, these gaps are shown in the following tables as 'Not Known'.

Table 1.3 Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UK and Republic of Ireland, 2006-2007.

Description	<u>All Programmes</u>		<u>Completed Programmes</u>	
	number	percent	number	percent
Year Group				
Age 5-6 (Y1, P2, S1)	3368	63.1	1870	50.9
Age 6-7 (Y2, P3, FC)	1914	35.8	1754	47.8
Age 7-8 (Y3, P4, SC)	54	1	45	1.2
Programme Started				
This year	4401	82.4	2851	77.7
Last year	852	16	802	21.8
Not recorded	88	1.6	18	0.5
Gender				
Boys	3101	58.1	2134	58.1
Girls	2236	41.9	1535	41.8
Not recorded	4	0.1	2	0.1
Ethnicity				
Any White background	4006	75	2828	77
White and Black Caribbean	85	1.6	54	1.5
White and Black African	28	0.5	16	0.4
White and Asian	20	0.4	11	0.3
Any Other Mixed background	63	1.2	35	1
Indian	72	1.3	45	1.2
Pakistani	186	3.5	109	3
Bangladeshi	148	2.8	88	2.4
Any Other Asian background	52	1	36	1
Caribbean	119	2.2	77	2.1
African	247	4.6	176	4.8
Any Other Black background	64	1.2	42	1.1
Chinese	10	0.2	6	0.2
Other	152	2.8	91	2.5
Not Appropriate / not recorded	89	1.7	57	1.6
First Language				
English	4353	81.5	3050	83.1
Not English	983	18.4	618	16.8
Not recorded	5	0.1	3	0.1
Free School Meals				
Entitled	2922	54.7	2001	54.5
Not Entitled	2380	44.6	1648	44.9
Not Appropriate / Not recorded	39	0.7	22	0.6
Special Cohort Group				
No	4800	89.9	3307	90.1
'Looked after' child	58	1.1	37	1
Traveller child	97	1.8	66	1.8
Asylum seeker or refugee child	61	1.1	41	1.1
Other special group	113	2.1	64	1.7
Not Appropriate / not recorded	212	4	156	4.2

NOTE: "All Programmes" includes every child served by Reading Recovery in 2006-2007. "Completed Programmes" are only those children whose programmes were actually completed during 2006-2007.

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

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

Length of children's series of lessons

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 series of lessons; teachers tend to take a little longer to achieve their goals during their year of training and children who start with very little in place may take longer to get under way.

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 19 weeks or 76 lessons, representing on average less than 40 hours of teaching.

Children who did not achieve the goals of the programme were given around two weeks longer but that constituted only an average of four more lessons. These children missed substantially more lessons, which could be a contributing factor to them not achieving accelerated progress.

It is a matter of concern if children are referred after a very short series of lessons but this was rare (one child referred after five weeks, three children after 7 weeks, only 12 children referred after fewer than 10 weeks).

Table 2.1. Weeks and lessons of children completing Reading Recovery programmes: By programme outcome, UK and Republic of Ireland, 2006-2007.

Outcome/Time	Total pupils	Mean	SD	Minimum	Maximum
<i>Accelerated progress (discontinued)</i>					
Weeks	3064	19.3	5.4	5	35
Lessons	3064	76.4	21.5	20	152
Lost lessons	3060	20.2	15.5	0	105
<i>Progress (referred)</i>					
Weeks	566	21.3	5.5	5	35
Lessons	567	79.9	22.3	20	149
Lost lessons	565	26.7	18.2	0	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: 2006-2007

Outcomes

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.

Seventeen out of every twenty of the lowest attaining children achieved accelerated learning in Reading Recovery in 2006-7, reaching independent levels of literacy within the required time (Table 2.2). Given that these were the lowest attaining children, with even higher levels of disadvantage than in the past, and that criteria for success in Reading Recovery are very demanding (see section 3) this is a tremendous achievement and testament to the efforts of both teachers and children. This is consistent with the high outcomes achieved since the introduction of Reading Recovery and first annual monitoring in 1993-94 (Fig 1).

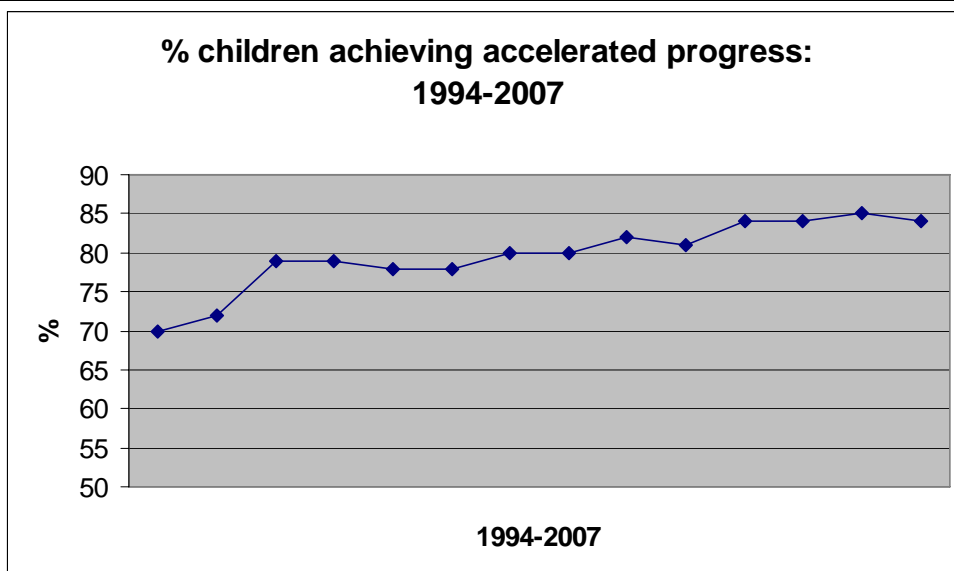
Table 2.2. Programme outcomes for children receiving Reading Recovery: By programme completion, UK and Republic of Ireland, 2006-2007.

Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (discontinued)	3098	58	3098	84.4
Progress (referred)	573	10.7	573	15.6
Ongoing	1345	25.2		
Incomplete	170	3.2		
Left	125	2.3		
Not recorded	30	0.6		

NOTE: "All Programmes" includes every child entering Reading Recovery in 2006-2007. "Completed Programmes" are only those children whose programmes were actually completed during 2006-2007.

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

Fig 1. Proportion of children with completed programmes achieving accelerated progress, since national monitoring began, UK and Republic of Ireland, 1994 - 2007.



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 (Table 2.3). Children whose first language was not English were just as 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.

Children from ethnic minority groups were very successful with more than four out of five achieving accelerated learning, although small group sizes mean the data should be treated cautiously. Nine out of ten Caribbean children and eight out of ten white + Caribbean children were successful. Although teachers found it more difficult to achieve the goals of Reading Recovery with Pakistani children and those of other mixed backgrounds, nevertheless three out of four of them were successful.

Twenty seven of the 37 looked after children (73%) who had completed their series of lessons by the end of the year achieved accelerated learning, as did 38 out of 41 asylum seeker or refugee children (93%). Traveller children were just as likely to complete the programme within the year as settled children and three out of four achieved accelerated progress.

Disaggregated outcomes**Table 2.3. Characteristics of children completing Reading Recovery programmes: By programme outcome, UK and Republic of Ireland, 2006-2007.**

Characteristic	Accelerated Progress (Discontinued)		Made Progress (Referred)	
	Number	Percent	Number	Percent
Year Group				
Age 5-6 (Y1, P2, S1)	1576	84.3	294	15.7
Age 6-7 (Y2, P3, FC)	1479	84.3	275	15.7
Age 7-8 (Y3, P4, SC)	41	91.1	4	8.9
Programme Started				
This year	2418	84.8	433	15.2
Last year	672	83.8	130	16.2
Not known	8	44.4	10	55.6
Gender				
Boys	1764	82.7	370	17.3
Girls	1332	86.8	203	13.2
Not known	2	100	0	0
Ethnicity				
Any White background	2387	84.4	441	15.6
White and Black Caribbean	44	81.5	10	18.5
White and Black African	15	93.8	1	6.3
White and Asian	11	100	0	0
Any Other Mixed background	26	74.3	9	25.7
Indian	36	80	9	20
Pakistani	82	75.2	27	24.8
Bangladeshi	77	87.5	11	12.5
Any Other Asian background	29	80.6	7	19.4
Caribbean	70	90.9	7	9.1
African	155	88.1	21	11.9
Any Other Black background	36	85.7	6	14.3
Chinese	5	83.3	1	16.7
Other	76	83.5	15	16.5
Not Appropriate / Unknown	49	86	8	14
First Language				
English	2571	84.3	479	15.7
Not English	524	84.8	94	15.2
Not known	3	100	0	0
Free School Meals				
Entitled	1651	82.5	350	17.5
Not Entitled	1425	86.5	223	13.5
Not Appropriate / Unknown	22	100	0	0
Special Cohort Group				
No	2795	84.5	512	15.5
'Looked after' child	27	73	10	27
Traveller child	47	71.2	19	28.8
Asylum seeker or refugee child	38	92.7	3	7.3
Other special group	55	85.9	9	14.1
Not Appropriate / Unknown	136	87.2	20	12.8

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

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.

Children who were identified for Reading Recovery had made very little progress in literacy prior to the intervention (Table 3.1) compared to normal readers and writers of their age. On the British Abilities Scales measure of reading age they averaged 4 years 10 months, the lowest possible reading age score on that measure, effectively non-readers after one or even two full years of formal literacy teaching.

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, 2006-2007.

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
Entry	3671	1.5	2.1	40.2	13.2	11.9	4	7	5.9	10.8	10.2	17.9	10.3	4:10	
At discontinuing (accelerated progress)	3088	17.2	2.5	52.5	4.9	20.3	2.8	21.3	2.7	47.8	17	34.8	3.8	6:7	
At referral (progress)	563	8.9	3.8	47.2	9.7	16.3	4.1	14.6	6	25.7	15.1	27.2	8.8	5:7	

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

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

Entry levels of children identified for Reading Recovery may provide some insight into the effects of changes in classroom literacy programmes for the lowest attaining. Since 1997 an increased emphasis on phonics based teaching methods in primary schools, especially in England, has been accompanied by children presenting with higher scores on a range of assessments (see Table 3.2). But these same children's text reading levels have remained low, and in 2006-07 more than one in three (38%) of the children entering Reading Recovery were unable to read any published text at all, and a further 45% only able to read a very predictable, repetitive Level 1 or 2 text (see Appendix 1 for an example of a level 1 text).

Table 3.2 Changes in average attainment in literacy prior to Reading Recovery, in sample years across the implementation.

year	number	Book level (0 - 26)		Letter Ident. (0 - 54)		CAP (0 - 24)		Word test (0 - 15)		Writing Vocab. (no max)		Hearing & Recording Sounds (0 - 37)	
		avg	SD	avg	SD	avg	SD	avg	SD	avg	SD	avg	SD
1994	4694	1.2	1.6	29	15.6	10.1	3.7	1.9	2.4*	5.5	5.4	9.5	8.5
1997	5303	1.4	1.8	34.8	14.4	11.4	3.7	3.6	3.1†	8.2	7.6	13.0	9.5
2000	4989	1.5	2	38.4	13.2	12.5	3.7	4.8	3.5‡	10.3	9.1	15.5	9.9
2003	5008	1.6	2.1	40.3	12.3	12.7	3.7	5.3	3.6‡	11.7	10	17.5	10.2
2007	3671	1.5	2.1	40.2	13.2	11.9	4	7	5.9‡	10.8	10.2	17.9	10.3

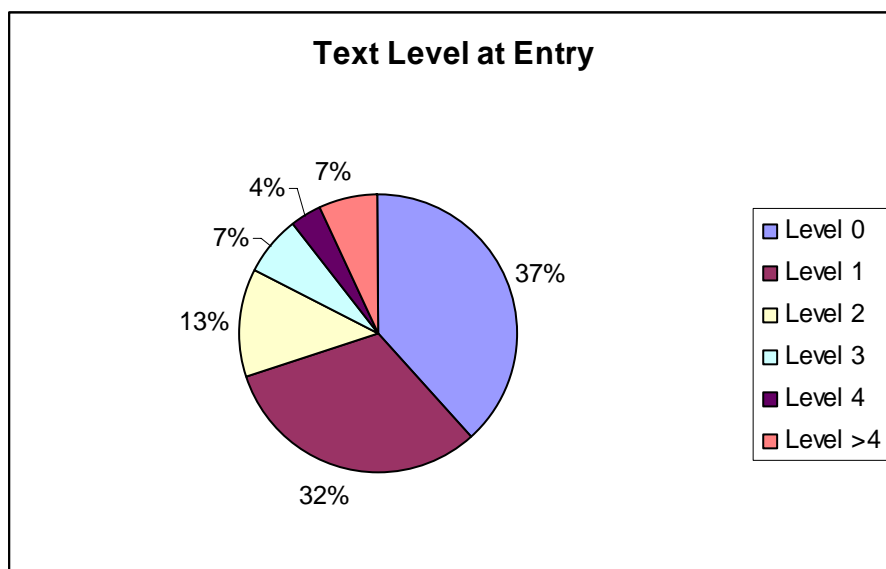
Using Clay (1993, 2002) An Observation Survey Of Early Literacy Achievement

* Using Clay word reading

† Using Canberra word reading

‡ Using Duncan word reading

Fig 2. Distribution by text reading level at entry to Reading Recovery, UK and Republic of Ireland, 2006- 2007.



However, once children started Reading Recovery, they made considerable progress on all measures (Table 3.1) 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 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.

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, 2006-2007.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>
		Mean	SD	Mean	SD	Mean
At discontinuing	3061	17.2	2.5	47.8	16.9	6:7
3 month follow up	1362	19.1	3.2	55.5	19.3	7:1
6 month follow up	507	20.8	3.5	64.1	21.1	7:1

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

In the six months following the end of their series of lessons, without further individual teaching, children who had achieved the goals of Reading Recovery (84% of completed programmes) not only maintained the gains they had made during their series of lessons, but continued to make steady progress, gaining six months in reading age in six months (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, 2006-2007.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>
		Mean	SD	Mean	SD	Mean
At referral	783	8.8	3.7	26.4	15	5:7
3 month follow up	333	9.1	4.5	32.2	17.7	5:10
6 month follow up	260	10.8	5.1	39.7	21.4	6:1

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

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.

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. 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.

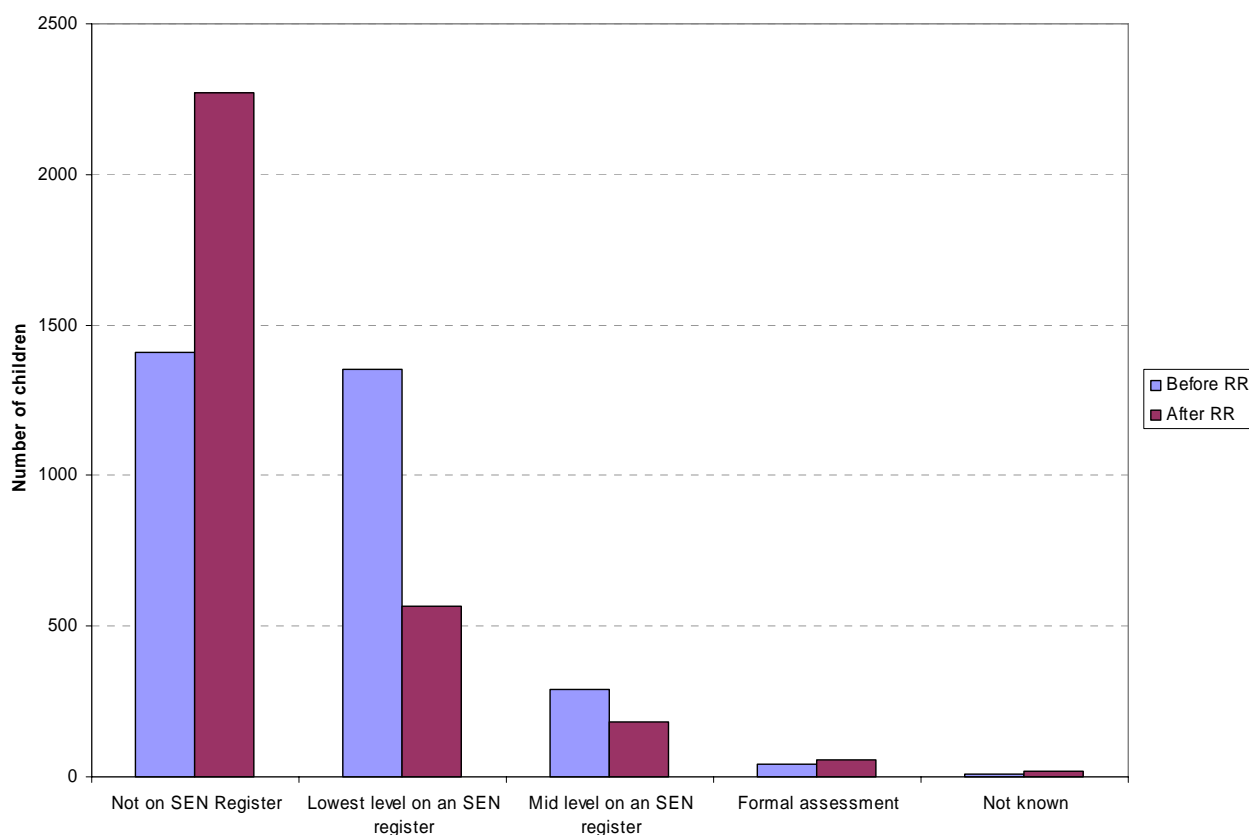
Following Reading Recovery more than 800 children, or 21% of the cohort, who had been identified as having SEN could be removed from the register of special educational needs (Table 5.1). The numbers of children at each level of SEN was reduced, except that 84 children who had not made expected progress 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).

Table 5.1. Statement of Special Educational Need of children with completed Reading Recovery programmes: UK and Republic of Ireland, 2006-2007.

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	3671	1534	41.8	1624	44.2	436	11.9	61	1.7	16	0.4
After RR	3671	2353	64.1	763	20.8	367	10	145	3.9	43	1.2

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

Fig 3. Statement of Special Educational Need of children with completed Reading Recovery programmes: UK and Republic of Ireland, 2006-2007.



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

Children in England are given national assessments 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 without the intervention would be predicted to reach levels W or 1.

Almost three out of four children who received Reading Recovery attained level 2 or above in National Assessments for reading (71.6%), and two out of three for writing (60% Table 6.1.). This included children who did not achieve the goals of the programme, and those who received RR in Y2 and were still part way through their series of RR lessons when National Assessments took place.

Children who achieved the goals of Reading Recovery had an even greater likelihood of success in National Assessments, with 17 out of 20 (83%) reaching level 2 or above in reading and 14 out of 20 (69%) in writing.

Table 6.1. Key Stage 1 National Assessment levels of Reading Recovery children: By programme outcome, UK and Republic of Ireland, 2006-2007.

Programme Outcome/ SATs Level	<u>Key Stage 1 Reading</u>		<u>Key Stage 1 Writing</u>	
	number	percent	number	percent
Accelerated progress (discontinued)				
W	3	0.3	14	1.4
1	163	16.7	288	29.6
2c	308	31.6	445	45.7
2b	359	36.8	180	18.5
2a	121	12.4	42	4.3
3	22	2.3	5	0.5
All completed programmes				
W	38	3.1	64	5.3
1	305	25.3	418	34.7
2c	348	28.8	492	40.8
2b	370	30.7	183	15.2
2a	124	10.3	43	3.6
3	22	1.8	5	0.4

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

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

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

Experience

The course for Reading Recovery Teachers is a year long, part time programme, during which already experienced teachers gradually learn the complex techniques, fine grained observation and sound professional judgement required to accelerate the learning of the most difficult to teach children

One in three (34%) teachers in the cohort was in training during the data year 2006-07, and was still learning how to make Reading Recovery work with the children reported (Table 7.1). This compares with one in five (20%) in the previous year. Conversely one in four teachers (27%) had been teaching in Reading Recovery for some considerable time, compared with one in three (33%) the previous year. This reflects regional increases in opportunities for training, driven by expansion in the Republic of Ireland and by ECaR in England, bringing a shift towards a slightly less experienced teacher cohort.

Table 7.1. Experience of Reading Recovery teachers: UK and Republic of Ireland, 2006-2007.

Years of experience	number	percent
In training this year	246	33.7
2-3 years after training	175	23.9
4-5 years after training	116	15.9
More than five years	194	26.5

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

Days worked and missed in Reading Recovery

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.

Teachers in training were able to safeguard their teaching time a little more than experienced teachers (Table 7.2), missing on average five fewer lessons, potentially saving the equivalent of one week on each child's programme.

Table 7.2. Days taught and days missed by Reading Recovery teachers: By training status, UK and Republic of Ireland, 2006-2007.

Training status	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
Teachers in training	246	166.1	25	11.6	11.5
Experienced Teachers	485	158.6	29.7	17.3	19.7

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

Outcomes

The success of Reading Recovery is dependent upon the ability of the teacher to make moment by moment, expert professional judgements about the most powerful teaching moves for a particular child at a particular point in their learning, and to reflect upon the outcomes of their teaching decisions.

As might be expected, experienced teachers were able to solve the problems of a slightly higher proportion of children, compared with those learning how to teach in Reading Recovery for the first time (Table 7.3) and they were able to do so more quickly. Given the higher proportion of new teachers in the 2006-07 cohort, this could contribute to the slightly lower rate of programmes reaching discontinuing levels in 2007 compared with 2006.

Table 7.3. Pupils served and programme lengths: By teacher training status, UK and Republic of Ireland, 2006-2007.

Teacher training status/ Programme outcome	<u>Pupils Served</u>		<u>Programme Length</u>	
	number	percent	Mean	SD
Teachers in training				
Accelerated progress (discontinued)	795	80.1	21.2	5.7
Progress (referred)	197	19.9	23.6	5.5
Experienced teachers				
Accelerated progress (discontinued)	2153	85.6	18.7	5.1
Progress (referred)	362	14.4	20.3	5

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

Teacher responsibilities

Reading Recovery trained teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for the support of children who do not receive Reading Recovery. Those who combine RR with class teaching are often able to

demonstrate the application of RR principles in the classroom. However, the demands made upon a RR teacher's time can interrupt daily lessons and undermine the effectiveness of the intervention. Part time teachers, on the other hand, whose sole responsibility is RR, can risk being marginalised, and their potential contribution to wider school standards, can be lost.

Teachers' other duties impacted upon their ability to provide daily lessons (Table 7.4). Those whose only responsibility was RR, often part time teachers, provided the most consistent daily lessons. Those who combined class teaching and RR also suffered frequent interruptions, potentially adding four weeks to each child's programme. Those with senior posts, including Head teachers/Principals (listed Other below), were the most likely to be drawn away from daily teaching, although this category also included Teacher Leaders, for whom daily teaching is especially difficult.

Table 7.4. Days taught and days missed by Reading Recovery teachers: By teacher role, UK and Republic of Ireland, 2006-2007.

Training role	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
RR Teacher Only	129	167.7	24.7	9.8	9.5
Class Teacher + RR	123	155.1	31.2	19.2	17.4
RR + Support	387	162.4	26.7	13.7	15
Other	93	154.5	33.8	25.8	28.8

SOURCE: Reading Recovery National Network, Annual Data Collection: 2006-2007

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.”

