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# **Reading Recovery™ annual technical report for the United Kingdom and the Republic of Ireland: 2012-13**

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# **Contents**

## **Headline findings**

## **Introduction**

## **Questions for evaluation**

**1: How many children were supported by the Reading Recovery teacher and which children were they?**

- a) Size of implementation
- b) Characteristics of the cohort

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

- a) Programme outcomes
- b) Disaggregated outcomes
- c) Length of programmes

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

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

**5: What progress did children make after Reading Recovery?**

- a) Accelerated progress (discontinued)
- b) Progress (referred)

**6: What were the results of National Assessments for Reading Recovery children (England only)?**

- a) Key Stage One National Assessments
- b) Key Stage Two National Assessments

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

- a) Experience
- b) Teacher responsibilities
- c) Days worked and missed
- d) Outcomes

## **Appendix A: Progress in Reading Recovery**

## Headline findings

Reading Recovery collects monitoring data for every teacher and child involved in the programme, every year. The children offered Reading Recovery are the lowest attaining in literacy in their class, identified by detailed assessment.

**Children served:** Almost 12,500 children were served by Reading Recovery across the UK and Republic of Ireland in 2012-13, taught by nearly 1,200 teachers. A further 8,208 children received a 'lighter touch' intervention, supported by the Reading Recovery teacher, meaning that the programme reached more than 20,000 children in all. However, this meant that nearly 2,500 fewer children received Reading Recovery this year, a drop of around 16% on the previous year.

**Outcomes:** More than five in every six children (84%) who completed Reading Recovery in 2012-13 were lifted to age-appropriate levels of literacy, an increase of two percentage points on the previous year in spite of schools' concerns about funding Reading Recovery this year.

**Reading gains:** Children identified for Reading Recovery were non-readers, even after three terms at school, but those who achieved accelerated progress (84% of completed programmes) reached an average reading age of six years 10 months. This represented a gain of 21 months during the four or five months of their series of lessons, about five times the normal rate of progress. Children who did not make accelerated progress (16% of completed programmes), nevertheless made progress, achieving an average reading age of six years one month, a gain of 12 months reading age in 19 weeks.

**Special Educational Needs:** Following Reading Recovery 1,558 children could be removed from the SEN register, whilst 84 children could be identified early as requiring formal assessment (allocated resource hours in Ireland).

**Programme length:** Children progressed from being the lowest attaining children to achieving age-appropriate levels of literacy in 71 lessons on average; just 35 and a half hours of teaching. This was slightly shorter than the previous year (36 hours across 72 lessons), suggesting improved efficiency.

**Key Stage One National Assessments:** In England, almost nine in 10 (89%) of those children who had made accelerated progress in Reading Recovery went on to attain Level 2 or above in their Key Stage One National Assessments for reading, and three out of four (75%) achieved the same in the Writing Assessment. This was a welcome improvement on the previous year (88% and 74% respectively), providing evidence of consistent impact on standards.

**Key Stage Two National Assessments:** The children identified for Reading Recovery are those most likely to fail to reach Level 3 at the end of Key Stage Two, aged 11. Nevertheless, of the 1,218 children reported who completed Reading Recovery at age six, six years previously, 94% attained Level 3 or above in reading, and 74% attained Level 4 or above. This included those who had not achieved the goals of the programme previously. In writing, 95% achieved Level 3 or above and 65% achieved Level 4 or above. Of those children who had achieved accelerated progress in Reading Recovery at age six, all but 22 attained Level 3 or above in reading (98%), and more than eight out of 10 (82%) attained Level 4 or above. All but 17 attained Level 3 or above in writing (98%), and three quarters (74%) attained Level 4 or above. It is worth repeating that these were the children who, at age five or six, were on track to fail to achieve Level 3 in their Key Stage Two National Assessments.

**Closing the attainment gap:** Economically disadvantaged children made up 48% of the 2012-13 Reading Recovery cohort, compared with 21% nationally. Five out of six (83%) of these children reached age-related expectations for literacy, alongside 85% of their more advantaged peers. Following Reading Recovery, children in poverty had moved from being more than twice as likely to be among the lowest attaining, to being within two percentage points of their peers. At Key Stage Two National Assessments the attainment of economically disadvantaged children and their peers remained close, with 80% and 84% respectively of children who had achieved the goals of Reading Recovery at age six, going on to reach Level 4 or above in the Reading Assessment, whilst 71% and 75% respectively attained the same in writing.

Almost two in every three of the lowest attaining children in Reading Recovery were boys, but 83% of boys, alongside 85% of girls, were lifted to national expectations for literacy, again closing the attainment gap. At Key Stage Two National Assessments too, the attainment gap was virtually undetectable for these discontinued children, with 81% of boys and 83% of girls attaining Level 4 or above in the Reading Assessment, and 72% and 76% respectively, achieving the same in Writing.

**Schools:** The programme operated in 125 local authorities or districts, through 1,569 schools. Of these 361 were in Ireland, and 1,207 were in England. Just one school was offering Reading Recovery in Wales during 2012-13, and there was no access to Reading Recovery in Northern Ireland or Scotland.

**Teachers:** Around one in six teachers (18%) were in training during the data year 2012-13, and a further 179 teachers (11%) were in their first year after training. More than a quarter of all the teachers in training (28%) were working in Irish schools.

Experienced teachers completed more children's programmes, on average, than teachers in training, but those learning to teach Reading Recovery for the first time were able to solve the problems of a slightly higher proportion of children than their more experienced colleagues, with 87% and 83% of programmes discontinued, respectively.

**Teacher leaders:** The implementation was served by 72 teacher leaders, a slight reduction on last year, but included four new teacher leaders trained 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. Once children begin to fail, opportunities for them to regain normal progress among their peers become more difficult and more costly to achieve. There is strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. There is an educational, financial and moral imperative to direct resources to the prevention of reading failure. Reading Recovery has a strong track record and substantial independent research evidence as an efficient and effective means of overcoming literacy difficulties for many children, especially those most at risk of failure, such as children in poverty, children with limited control of English and those who have made the least progress in their pre-school and early school experience.

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

The Initial Professional Development course for training Reading Recovery teachers is part-time, 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 expert in making moment-by-moment teaching decisions based on a deep understanding of how children think and learn about reading and writing, and how to overcome the barriers to their learning.

Following the initial year of training, teachers attend the Continuing Professional Development course to fine-tune their practice and engage in high level professional investigations of teaching and learning. They continue to teach for their colleagues and to discuss their professional decision making. 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. For more information about implementation see 'Standards & Guidelines: For the implementation of Reading Recovery in Europe' (European Centre for Reading Recovery, 2012).

Reading Recovery is one of the most carefully monitored initiatives in education today. Since 1994, routine annual monitoring has documented outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children across the UK and Republic of Ireland with a large majority of children who completed the programme reaching age appropriate levels of literacy. This is supported by independent research evidence which also indicates that the effects of Reading Recovery are long lasting.

This report represents an examination of Reading Recovery pupil outcomes for the UK and the Republic of Ireland 2012-13 implementations. It includes data for all pupils receiving Reading Recovery across England (including Jersey and Guernsey), Wales and the Republic of Ireland.

Attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site.

The report responds to a need to be accountable for all educational programmes available to children across the UK and the Republic of Ireland. Reading Recovery teachers are a valuable resource in a school. Many also work as learning-support teachers in designated areas of educational disadvantage, enabling schools to capitalise on the professional development provided to Reading Recovery teachers, to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions. The report provides numbers of children supported in a range of these other interventions.

The information was collected as a part of the European Centre for Reading Recovery annual monitoring procedure. Further information about Reading Recovery is available, please visit <http://readingrecovery.ioe.ac.uk> or email [readrec@ioe.ac.uk](mailto:readrec@ioe.ac.uk).

## Questions for evaluation

- 1. How many children were involved in Reading Recovery and which children were they?**
  - a) Size of implementation
  - b) Characteristics of the cohort
- 2. What were the programme outcomes for Reading Recovery children?**
  - a) Programme outcomes
  - b) Disaggregated outcomes
  - c) Length of programmes
- 3. What were the literacy levels of children in the Reading Recovery programme?**
- 4. Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?**
- 5. What progress did children make after Reading Recovery?**
  - a) Accelerated progress (discontinued)
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- 6. What were the results of National Assessments for Reading Recovery children (England only)?**
  - a) Key Stage One National Assessments
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  - a) Experience
  - b) Teacher responsibilities
  - c) Days worked and missed
  - d) Outcomes



# 1: How many children were supported by the Reading Recovery teacher and which children were they?

Reading Recovery is designed to meet the needs of the lowest attaining children in literacy. The expertise of the Reading Recovery teacher can also be utilised to support lighter touch interventions for children with less complex literacy difficulties. Table 1.1 shows the number of children supported by the Reading Recovery teacher through Reading Recovery or other interventions.

## a) Size of implementation

**Table 1.1 – Number of children served: The UK and the Republic of Ireland, 2012-13.**

| Programme/ Intervention Name  | Number of Children Served |
|-------------------------------|---------------------------|
| Reading Recovery              | 12,450                    |
| Better Reading Partners (BRP) | 5,609                     |
| Fischer Family Trust (FFT)    | 1,059                     |
| Other                         | 815                       |
| Talking Partners              | 307                       |
| RR-led Intervention           | 243                       |
| Early Literacy Support (ELS)  | 156                       |
| Special                       | 19                        |
| <b>Total</b>                  | <b>20,658</b>             |

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

12,450 children were served in Reading Recovery across the Republic of Ireland, England, Wales, Guernsey and Jersey (Table 1.1). They were taught by over 1,600 teachers (Table 1.2). A further 8,208 children received a 'lighter touch' intervention supported by the Reading Recovery teacher as part of the Every Child a Reader (ECaR) programme in England, or in a Reading Recovery-led intervention in the Republic of Ireland (Table 1.1).

**Table 1.2 – Size of the Reading Recovery implementation across the UK and the Republic of Ireland, 2012-13.**

| Region                      | Children Served | All teachers | Teachers in training |             |
|-----------------------------|-----------------|--------------|----------------------|-------------|
|                             |                 |              | Number               | Percentage  |
| England                     | 9,631           | 1,194        | 216                  | 8.1         |
| Republic of Ireland         | 2,810           | 442          | 85                   | 19.2        |
| Wales                       | 9               | 1            | 1                    | 100         |
| <b>Whole implementation</b> | <b>12,450</b>   | <b>1,637</b> | <b>302</b>           | <b>18.4</b> |

**Note:** This table excludes teacher leaders and teacher leaders in training.

**Note:** England includes the Channel Islands, Jersey and Guernsey.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

There were around 200 fewer Reading Recovery teachers in 2012-13 (Table 1.2) than in the previous year. However, the number of new teachers coming forward for training more than doubled in England, from 103 in 2012 to 216 this year, suggesting a growing optimism in schools. In Ireland there was a slight reduction in the number of teachers in training, from 112 to 85, but this can be accounted for by the short-term absence of a teacher leader on maternity leave.

Further discussion of the teacher implementation is available in Section 7.

**Table 1.3 – Size of the Reading Recovery implementation across the UK and the Republic of Ireland, 2007-13.**

| Region                      | 2012-13       | 2011-12       | 2010-11       | 2009-10       | 2008-09       | 2007-08      | 2006-07      |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|
| England                     | 9,631         | 11,911        | 21,075        | 14,961        | 9,610         | 5,276        | 2,893        |
| Republic of Ireland         | 2,810         | 3,017         | 2,946         | 2,430         | 2,176         | 1,628        | 1,062        |
| Wales                       | 9             | 8             | 79            | 132           | 170           | 202          | 275          |
| Northern Ireland            | 0             | 0             | 7             | 5             | 13            | 625          | 1,023        |
| <b>Whole implementation</b> | <b>12,450</b> | <b>14,936</b> | <b>24,107</b> | <b>17,528</b> | <b>11,969</b> | <b>7,731</b> | <b>5,253</b> |

**Note:** England includes the Channel Islands, Jersey and Guernsey.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2006-07; 2007-08; 2008-09; 2009-10; 2010-11; 2011-12; 2012-13.

The number of children served has continued to decline since changes in financial arrangements were introduced in England in 2011-12, with a further drop of around 16% this year (Table 1.3). However, this is a much smaller decline than noted in the previous year when around 40% of Reading Recovery places were lost. So, this may serve to indicate a stabilising of provision in more established areas of the implementation.

In Ireland, the number of children served in Reading Recovery has also dipped slightly; around 200 fewer children received support in this academic year. Although small, this marks the first contraction in Ireland since 2006-07, in spite of severe economic challenges.

The proportion of Irish children across the whole implementation continues to grow, now accounting for almost 23% of the total number of children taught in Reading Recovery.

**Table 1.4 – Reading Recovery implementation information: The UK and the Republic of Ireland, 2012-13.**

|                                  |              |
|----------------------------------|--------------|
| Number of LAs served             | 125          |
| Number of schools served         | 1,569        |
| <b>Number of teacher leaders</b> | <b>72</b>    |
| Trained                          | 68           |
| In training                      | 4            |
| <b>Number of teachers</b>        | <b>1,637</b> |
| Trained                          | 1,335        |
| In training                      | 302          |

**Note:** The teacher numbers do not include teacher leaders and teacher leaders in training.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Reading Recovery is widespread across the UK and Ireland, serving 125 local authorities/counties and over 1,500 schools from 59 regional centres (Table 1.4). There were 67 regional centres in 2011-12, indicating that eight have closed this year, but as neighbouring teacher leaders were able to provide support for areas unable to provide their own teacher leader, access to Reading Recovery by local authorities in England was only reduced by two. The number of centres remained stable in Ireland.

There were 206 fewer schools across the whole implementation, which was a drop of about 12% from the previous year. Whilst the number of schools is fewer, the relatively small reduction could be indicative of the implementation re-stabilising following the more substantial contraction in 2011-12, when schools cited budget restraints as their reason for withdrawing from the programme.

Around one in six teachers (18%) were in training during the data year 2012-13, and a further 179 teachers (11%) were in their first year after training. More than a quarter of all the teachers in training (28%) were working in Irish schools.

Seventy-two teacher leaders operated across the whole implementation in 2012-13, just seven fewer than in the previous year, but this figure included four new teacher leaders who were trained in the UK during the year.

All experienced teacher leaders had been working for at least two years in the field with almost two-thirds (63%) having four or more years of experience. The majority (77%) of teachers were working with highly experienced teacher leaders who had been in the role for at least four years. Ireland had one fewer teacher leader (down to nine from 10), and this slight reduction in capacity could explain the drop in children supported by Reading Recovery in Ireland this year.

## **b) Characteristics of the cohort**

### **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 first or second year pupils (Year One and Year Two children in England and Wales; Senior Infants and First Class children in Ireland) 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, with the lowest attaining given the first priority. Nationally, a slightly higher proportion of boys are selected 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 despite improvements in literacy teaching in schools.

### **Ethnicity**

Data on children's ethnicity is based on the UK national census. These categories have changed slightly in response to national demographic changes, for example to monitor support for increasing numbers of children from Eastern European backgrounds.

### **First language**

Approximately 5% of the entire primary school population speaks English as an additional language. Among Reading Recovery children this statistic varies considerably across regions and the extent of their control of English language is also very variable.

### **Economic status**

Economic status is recorded in different ways across the implementation. In Ireland, the most recent available statistics indicate that one child in six (over 205,000) was at risk of poverty (Central Statistics Office, 2010)<sup>1</sup>. Reading Recovery has been effectively targeted to address the needs of children in poverty, with a high percentage of Reading Recovery children taught in schools which fell into the 'disadvantaged' category.

In England, entitlement to free school meals (FSM) offers an indicator of economic deprivation. Research has shown persistent links between economic deprivation and literacy difficulties. In the

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<sup>1</sup> Central Statistics Office (2010), *Survey on Income and Living Conditions (SILC) 2009*. Dublin Ireland: Stationery Office.

general population, approximately 21%<sup>2</sup> of children are entitled to free school meals. Schools receive additional funding (the 'Pupil Premium', currently £900 per pupil)<sup>3</sup> for children receiving free school meals. This is one of the means by which schools in England fund intervention.

### 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).

### Season of birth

Concerns have been expressed about the lower attainment of children born in the summer, and that these children appear to remain disadvantaged throughout their subsequent schooling. For the purpose of this report, season has been designated in line with school terms: -

- Autumn: September to December inclusive
- Spring: January to April inclusive
- Summer: May to August inclusive

**Table 1.5 – Characteristics of all children participating in Reading Recovery at entry to the programme and, separately, of those who completed the programme: The UK and the Republic of Ireland, 2012-13.**

| Cohort Description          | All Programmes |            | Completed Programmes |            |
|-----------------------------|----------------|------------|----------------------|------------|
|                             | Number         | Percentage | Number               | Percentage |
| <b>All children</b>         | <b>12,450</b>  | <b>100</b> | <b>9,185</b>         | <b>100</b> |
| <b>Year group</b>           |                |            |                      |            |
| Year One/ Senior Infants    | 8,167          | 65.6       | 5,371                | 58.5       |
| Year Two/ First Class       | 4,186          | 33.6       | 3,760                | 40.9       |
| Year Three/ Second Class    | 74             | 0.6        | 48                   | 0.5        |
| Not recorded                | 23             | 0.2        | 6                    | 0.1        |
| <b>Programme started</b>    |                |            |                      |            |
| This year                   | 9,801          | 78.7       | 6,880                | 74.9       |
| Last year                   | 2,555          | 20.5       | 2,304                | 25.1       |
| Not recorded                | 94             | 0.8        | 1                    | 0          |
| <b>Gender</b>               |                |            |                      |            |
| Male                        | 7,495          | 60.2       | 5,533                | 60.2       |
| Female                      | 4,950          | 39.8       | 3,651                | 39.7       |
| Not recorded                | 5              | 0          | 1                    | 0          |
| <b>Economic status</b>      |                |            |                      |            |
| Disadvantaged/ FSM          | 5,933          | 47.7       | 4,294                | 46.8       |
| Not disadvantaged/ No FSM   | 6,385          | 51.3       | 4,799                | 52.2       |
| Not recorded                | 132            | 1.1        | 92                   | 1          |
| <b>First language</b>       |                |            |                      |            |
| English                     | 9,783          | 78.6       | 7,197                | 78.4       |
| Other                       | 2,665          | 21.4       | 1,987                | 21.6       |
| Not recorded                | 2              | 0          | 1                    | 0          |
| <b>Special cohort group</b> |                |            |                      |            |

<sup>2</sup> Source: DfE (2012) <https://www.gov.uk/government/publications/pupils-not-claiming-free-school-meals> [last accessed 15.05.13]

<sup>3</sup> Source: DfE (2013) <http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp> [last accessed 15.05.13]

|                                |              |             |              |             |
|--------------------------------|--------------|-------------|--------------|-------------|
| No                             | 11,694       | 93.9        | 8,679        | 94.5        |
| Traveller child                | 264          | 2.1         | 167          | 1.8         |
| 'Looked after' child           | 193          | 1.6         | 131          | 1.4         |
| Other special group            | 154          | 1.2         | 111          | 1.2         |
| Not appropriate/ Not recorded  | 111          | 0.9         | 75           | 0.8         |
| Asylum seeker or refugee child | 34           | 0.3         | 22           | 0.2         |
| <b>Ethnicity</b>               |              |             |              |             |
| <b>White</b>                   | <b>9,367</b> | <b>75.2</b> | <b>6,859</b> | <b>74.7</b> |
| White British                  | 5,971        | 48          | 4,428        | 48.2        |
| Irish                          | 2,361        | 19          | 1,687        | 18.4        |
| Eastern European               | 595          | 4.8         | 415          | 4.5         |
| Traveller of Irish Heritage    | 1            | 0           | 1            | 0           |
| Any Other White background     | 439          | 3.5         | 328          | 3.6         |
| <b>Mixed</b>                   | <b>659</b>   | <b>5.3</b>  | <b>472</b>   | <b>5.1</b>  |
| White and Black Caribbean      | 252          | 2           | 178          | 1.9         |
| White and Asian                | 114          | 0.9         | 80           | 0.9         |
| White and Black African        | 90           | 0.7         | 61           | 0.7         |
| Any Other Mixed background     | 203          | 1.6         | 153          | 1.7         |
| <b>Asian</b>                   | <b>1,216</b> | <b>9.8</b>  | <b>948</b>   | <b>10.3</b> |
| Pakistani                      | 491          | 3.9         | 380          | 4.1         |
| Bangladeshi                    | 273          | 2.2         | 218          | 2.4         |
| Indian                         | 213          | 1.7         | 166          | 1.8         |
| Any Other Asian background     | 239          | 1.9         | 184          | 2           |
| <b>Black</b>                   | <b>922</b>   | <b>7.4</b>  | <b>684</b>   | <b>7.4</b>  |
| African                        | 504          | 4           | 374          | 4.1         |
| Caribbean                      | 230          | 1.8         | 179          | 1.9         |
| Any Other Black background     | 188          | 1.5         | 131          | 1.4         |
| <b>Chinese</b>                 | <b>29</b>    | <b>0.2</b>  | <b>24</b>    | <b>0.3</b>  |
| <b>Other Ethnic Group</b>      | <b>199</b>   | <b>1.6</b>  | <b>149</b>   | <b>1.6</b>  |
| <b>Not Known</b>               | <b>58</b>    | <b>0.5</b>  | <b>49</b>    | <b>0.5</b>  |
| <b>Season of birth</b>         |              |             |              |             |
| Autumn                         | 4,146        | 33.3        | 3,419        | 37.2        |
| Spring                         | 3,944        | 31.7        | 2,791        | 30.4        |
| Summer                         | 4,337        | 34.8        | 2,957        | 32.2        |
| Not recorded                   | 23           | 0.2         | 18           | 0.2         |

**Note:** "All Programmes" includes every child served by Reading Recovery in 2012-13, whereas "Completed Programmes" includes just those children whose programmes actually completed their lesson series during 2012-13. Children who did not complete in 2012-13 are expected to do so in 2013-14.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Year group:** Two thirds of all children are identified for Reading Recovery in their first year of formal schooling (aged five to six). In the UK, seven out of 10 children (70%) were in Year One and in Ireland just over half (51%) were in Senior Infants (Table 1.5). Approximately three in five (58%) of the older children in the programme, had started their series of lessons in the previous year.

**Programme started:** One in five (20%) of the 2012-13 cohort had been identified for Reading Recovery in the previous year and had been carried over to complete their series of lessons early in the autumn term. This indicates a continued reduction on previous years (24% in 2011-12, and 28% in 2010-11), and therefore could suggest teachers increasingly striving to complete lessons within the academic year, in order to avoid carrying children over the long summer break. This could attest a more efficient implementation, enabling children to complete more quickly, as is seen in Table 2.3.

**Gender:** Boys outnumbered girls among the lowest attaining children by approximately three to two (Table 1.5). This figure remains consistent with previous years and across different implementations.

**Children in poverty:** Nearly half of the children (48%) in Reading Recovery came from economically disadvantaged homes, on a par with findings in 2011-12. This is a very high proportion compared with the distribution of such children in the general population (21%). These figures indicate, therefore, that poor children are more than twice as likely to be the lowest attaining in their age group and thus identified for Reading Recovery. However, it also indicates that a large percentage of children who are not recognised as disadvantaged on current measures may have serious literacy issues.

**Ethnicity and language:** Just over one in five children (21%) receiving Reading Recovery were learning English as an additional language, another figure which remains consistent with the previous year's findings, although with regional differences. Two thirds (67%) of children came from White British or Irish backgrounds, again consistent with 2011-12, but with regional variations. White Irish children account for more than eight out of 10 (82%) of the cohort in the Republic of Ireland, whilst in the UK White British children account for 62%, still the largest sub-group. The largest ethnic minority group identified this year is that of Eastern European children, comprising 5% of the whole cohort at around 600 children. Pakistani and Black African children were the next largest groups at 4% each.

**Special cohort groups:** Around 6% of the Reading Recovery cohort (756 children) were identified as belonging to special cohort groups, which include children in the care of local authorities, traveller children and refugee children. Traveller children and looked-after children remained around 2% of the cohort. The number of children identified as being asylum seekers or refugees also mirrored the previous year's cohort, forming just 0.3% (34 children) across the UK and Republic of Ireland.

**Seasons of birth:** Findings generally indicate an equal percentage of children identified across all three terms, with a slightly higher percentage of summer-born children. This finding does serve to allay concerns that summer-born children were in danger of being further disadvantaged by missing out on Reading Recovery. However, summer-born children did account for 44% of those with on-going programmes at the point of data collection in 2013. This could be an issue as, statistically, children who complete their Reading Recovery lessons in the first year are more likely to achieve the aims of the programme than those carried over into a second year. This year, 80% of carry-over children had reached age-related expectations in attainment compared to 85% of children who completed Reading Recovery within the year.

Table 2.2 and the subsequent discussion will consider the outcomes for the different groups of children with completed programmes.

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

### a) Programme outcomes

There were five possible outcomes for children who received Reading Recovery. Every child who receives Reading Recovery within the year is recorded here.-

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 funding withdrawal)

**Table 2.1 – Programme outcomes for children receiving Reading Recovery: The UK and the Republic of Ireland, 2012-13.**

| Outcome                             | All Programmes |            | Completed Programmes |            |
|-------------------------------------|----------------|------------|----------------------|------------|
|                                     | Number         | Percentage | Number               | Percentage |
| Accelerated progress (Discontinued) | 7,722          | 62         | 7,722                | 84.1       |
| Progress (Referred)                 | 1,463          | 11.8       | 1,463                | 15.9       |
| Ongoing                             | 2,373          | 19.1       |                      |            |
| Incomplete                          | 616            | 4.9        |                      |            |
| Left                                | 276            | 2.2        |                      |            |

**Note:** "All Programmes" includes every child entering Reading Recovery in 2012-13, whereas "Completed Programmes" includes just those children whose programmes actually completed their lesson series during 2012-13. Children who did not complete in 2012-13 are expected to do so in 2013-14.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

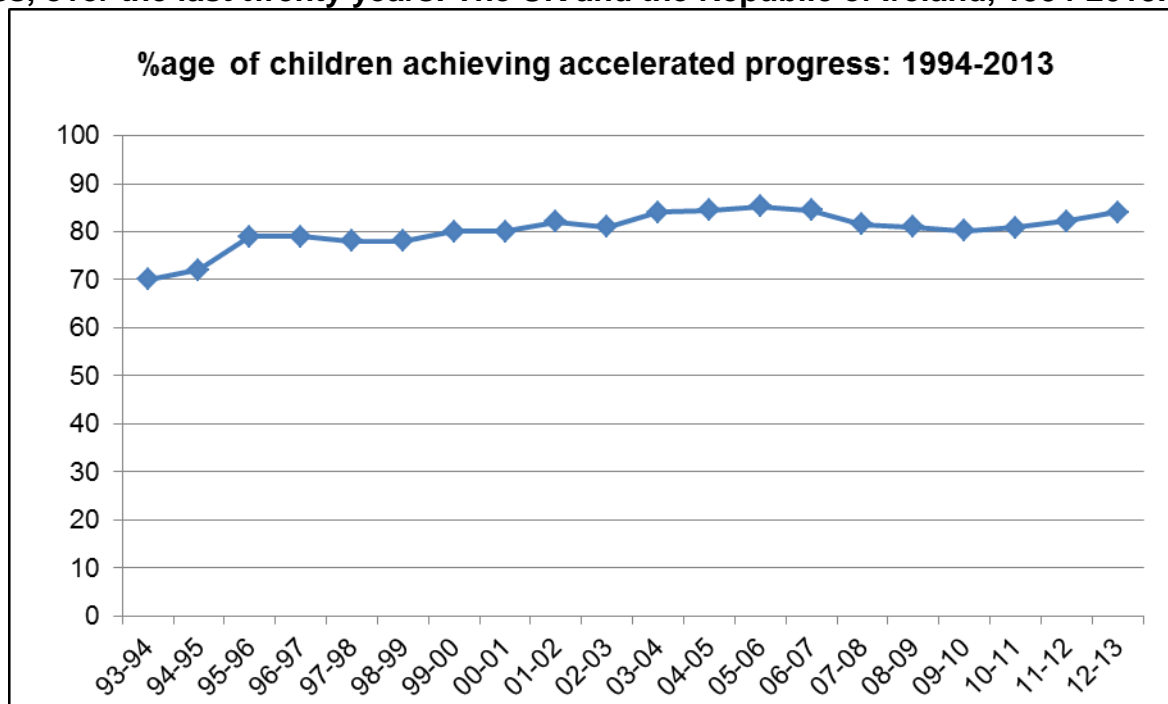
In 2012-13, more than five in every six children (84%) who completed Reading Recovery were lifted to age-appropriate levels of literacy (Table 2.1). This is a small, but very welcome improvement on last year's outcome (82%), despite schools' concerns about funding Reading Recovery. It also serves to maintain the consistently high levels of success attained since the introduction of Reading Recovery to the UK and Ireland (Figure 2.1).

Reading Recovery teachers work with the lowest attaining children in areas with high levels of disadvantage, and the success criteria in Reading Recovery are very demanding (see Section 3). Therefore, this sustained record of success year-on-year is a tremendous achievement and testament to the efforts of schools, teachers and children. In the face of all the financial challenges and uncertainties across the regions, the quality of the implementation is not only sustaining, but improving outcomes for the children it serves.

The number of incomplete lesson series has remained stable at around 5%, adding weight to the impression of greater stability in the implementation (Table 1.2).

A slightly smaller percentage of children (1% down on last year) were identified as on-going. They were part way through their programme at the end of summer term 2013 (see discussion following Table 1.5). These children will complete their series of lessons in the coming year.

**Figure 2.1 – Proportion of children with completed programmes, achieving accelerated progress, over the last twenty years: The UK and the Republic of Ireland, 1994-2013.**



**Source:** European Centre for Reading Recovery: Annual Data Collection, 1993-94; 1994-95; 1995-96; 1996-97; 1997-98; 1998-99; 1999-00; 2000-01; 2001-02; 2002-03; 2003-04; 2004-05; 2005-06; 2006-07; 2007-08; 2008-09; 2009-10; 2010-11; 2011-12; 2012-13.



## b) Disaggregated outcomes

**Table 2.2 – Characteristics of all children with completed programmes, and their outcomes: The UK and the Republic of Ireland, 2012-13.**

| Cohort Description             | Children     |             | No. of Lessons | Book Level |             |             |             | % Accelerated Progress |
|--------------------------------|--------------|-------------|----------------|------------|-------------|-------------|-------------|------------------------|
|                                | Number       | %           |                | Entry      | Exit        | 3 Months    | 6 Months    |                        |
| <b>All children</b>            | <b>9,185</b> | <b>100</b>  | <b>71.3</b>    | <b>1.7</b> | <b>16.1</b> | <b>17.6</b> | <b>19.5</b> | <b>84.1</b>            |
| <b>Year group</b>              |              |             |                |            |             |             |             |                        |
| Year One/ Senior Infants       | 5,371        | 58.5        | 68.5           | 1.5        | 15.3        | 16.5        | 18.2        | 84.7                   |
| Year Two/ First Class          | 3,760        | 40.9        | 75.3           | 2.1        | 17.1        | 18.4        | 19.7        | 83.1                   |
| Year Three/ Second Class       | 48           | 0.5         | 82.5           | 2.8        | 18.6        | 19.3        | 20.7        | 89.6                   |
| Not recorded                   | 6            | 0.1         | 63.3           | 3.2        | 15          | 16          | 20          | 66.7                   |
| <b>Gender</b>                  |              |             |                |            |             |             |             |                        |
| Male                           | 5,533        | 60.2        | 71.7           | 1.6        | 16          | 17.5        | 19.3        | 83.3                   |
| Female                         | 3,651        | 39.7        | 70.8           | 1.9        | 16.2        | 17.7        | 19.7        | 85.3                   |
| Not recorded                   | 1            | 0           | 43             | 6          | 17          | 16          | 20          | 100                    |
| <b>Economic status</b>         |              |             |                |            |             |             |             |                        |
| Disadvantaged/ FSM             | 4,294        | 46.8        | 72.1           | 1.6        | 15.9        | 17.4        | 19.1        | 82.7                   |
| Not disadvantaged/ No FSM      | 4,799        | 52.2        | 70.6           | 1.8        | 16.2        | 17.8        | 19.8        | 85.4                   |
| Not recorded                   | 92           | 1           | 72.6           | 2.5        | 15.7        | 16.6        | 18.5        | 80.5                   |
| <b>First language</b>          |              |             |                |            |             |             |             |                        |
| English                        | 7,197        | 78.4        | 71.5           | 1.7        | 16.1        | 17.6        | 19.4        | 83.6                   |
| Other                          | 1,987        | 21.6        | 70.9           | 1.7        | 16.1        | 17.7        | 19.6        | 85.8                   |
| Not recorded                   | 1            | 0           | 43             | 6          | 17          | 16          | 20          | 100                    |
| <b>Special cohort group</b>    |              |             |                |            |             |             |             |                        |
| No                             | 8,679        | 94.5        | 71.2           | 1.7        | 16.2        | 17.7        | 19.5        | 84.8                   |
| Traveller child                | 167          | 1.8         | 77.9           | 1.2        | 14.7        | 15.8        | 17.8        | 72.5                   |
| 'Looked after' child           | 131          | 1.4         | 72.2           | 1.4        | 14.8        | 15.8        | 19.1        | 71.8                   |
| Other special group            | 111          | 1.2         | 75.3           | 1.5        | 15.1        | 15.5        | 17.9        | 70.3                   |
| Not appropriate/ Not recorded  | 75           | 0.8         | 72.7           | 2          | 4           | 16.4        | 17.6        | 68                     |
| Asylum seeker or refugee child | 22           | 0.2         | 638            | 1.5        | 15          | 16.8        | 20          | 77.3                   |
| <b>Ethnicity</b>               |              |             |                |            |             |             |             |                        |
| <b>White</b>                   | <b>6,859</b> | <b>74.7</b> | <b>71.7</b>    | <b>1.7</b> | <b>16.1</b> | <b>17.6</b> | <b>19.5</b> | <b>84.4</b>            |
| White British                  | 4,428        | 48.2        | 70.8           | 1.6        | 15.4        | 16.9        | 18.6        | 79.6                   |
| Irish                          | 1,687        | 18.4        | 73.6           | 2.1        | 17.9        | 19.5        | 21.6        | 94.5                   |
| Eastern European               | 415          | 4.5         | 73.1           | 1.8        | 16.5        | 18.2        | 20.2        | 85.8                   |
| Traveller of Irish Heritage    | 1            | 0           | 104            | 1          | 17          | 18          | 19          | 100                    |
| Any Other White background     | 328          | 3.6         | 72             | 1.7        | 15.6        | 16.8        | 18.8        | 79                     |
| <b>Mixed</b>                   | <b>472</b>   | <b>5.1</b>  | <b>71</b>      | <b>1.6</b> | <b>15.8</b> | <b>17</b>   | <b>19.1</b> | <b>82.8</b>            |
| White and Black Caribbean      | 178          | 1.9         | 71.7           | 1.4        | 15.5        | 16.3        | 17.4        | 80.3                   |
| White and Asian                | 80           | 0.9         | 70.1           | 1.7        | 16.6        | 18.1        | 22.5        | 93                     |
| White and Black African        | 61           | 0.7         | 72.9           | 1.6        | 16          | 17.2        | 20.2        | 80.3                   |
| Any Other Mixed background     | 153          | 1.7         | 69.8           | 1.7        | 15.7        | 17.1        | 19.5        | 81.7                   |
| <b>Asian</b>                   | <b>948</b>   | <b>10.3</b> | <b>69</b>      | <b>1.7</b> | <b>15.9</b> | <b>17.5</b> | <b>19.3</b> | <b>86</b>              |
| Pakistani                      | 380          | 4.1         | 68.7           | 1.8        | 15.7        | 17.2        | 19          | 84.2                   |
| Bangladeshi                    | 218          | 2.4         | 66.7           | 1.5        | 15.9        | 17.7        | 18.8        | 87.6                   |
| Indian                         | 166          | 1.8         | 70.9           | 2.1        | 16.2        | 18          | 20.4        | 88                     |
| Any Other Asian background     | 184          | 2           | 70.9           | 1.5        | 16.1        | 17.7        | 19.7        | 85.9                   |
| <b>Black</b>                   | <b>684</b>   | <b>7.4</b>  | <b>71.2</b>    | <b>1.8</b> | <b>16.3</b> | <b>18</b>   | <b>20.1</b> | <b>88</b>              |
| African                        | 374          | 4.1         | 71.9           | 1.7        | 16.6        | 18.4        | 20.5        | 88.8                   |
| Caribbean                      | 179          | 1.9         | 71.1           | 1.8        | 15.8        | 17.1        | 19.5        | 84.9                   |
| Any Other Black background     | 131          | 1.4         | 69.2           | 1.8        | 16.5        | 17.9        | 20          | 90.1                   |
| <b>Chinese</b>                 | <b>24</b>    | <b>0.3</b>  | <b>71</b>      | <b>1.5</b> | <b>15.2</b> | <b>17.3</b> | <b>17.7</b> | <b>79.2</b>            |
| <b>Other Ethnic Group</b>      | <b>149</b>   | <b>1.6</b>  | <b>71.5</b>    | <b>1.3</b> | <b>15.7</b> | <b>17</b>   | <b>17.8</b> | <b>82.6</b>            |
| <b>Not Known</b>               | <b>49</b>    | <b>0.5</b>  | <b>74.6</b>    | <b>1.5</b> | <b>16.5</b> | <b>18.4</b> | <b>18.6</b> | <b>79.6</b>            |

Source: European Centre for Reading Recovery: Annual Data Collection, 2012-13.

The achievement gap between boys and girls was evident at entry, with boys representing 60% of children identified as the least able in their year group, and therefore eligible for Reading Recovery (Table 1.5). At the end of their lesson series, the gap was closing. Boys attained within two percentage points of girls, as 83% and 85% respectively were lifted to national expectations for literacy (Table 2.2). This represented a two percentage increase in the number of boys achieving accelerated progress, compared with 2011-12.

Similarly, the gap in attainment for economically disadvantaged children was closing. In 2012-13, from being more than twice as likely to be amongst the lowest attaining children, five out of six (83%) of these economically disadvantaged children reached age-related expectations for literacy alongside 85% of their more advantaged peers. This has been a year-on-year improvement.

This year, there was little difference between outcomes for children whose first language was not English and their English first language peers, with 86% and 84% discontinuing respectively.

Children from different ethnic groups achieved a rate of accelerated progress on a par with their white peers. Nearly 700 black children completed their programmes, and of these, almost nine out of 10 (88%) made accelerated gains and were working at age-related expectations for their age group. The risks of underachievement by Afro-Caribbean pupils are well-documented (for example, by the Rowntree Foundation, 2007) but this trend is not evident in outcomes for black children at the end of their Reading Recovery lessons.

Asian children accounted for 10% of the cohort, with around 1,200 children identified in this category (Table 1.5). 86% of the Asian children who completed their Reading Recovery programmes though, made accelerated progress (Table 2.2).

The special cohort group comprised just 5.5% of the children with completed programmes. Whilst numbers are small, they are comparable with the findings in 2011-12. Seven out of 10 traveller children who completed the programme reached age-related expectations, an increase over five percentage points on previous year outcomes. However, of the 131 looked-after children, 72% made accelerated progress compared with 82% in the previous year. These vulnerable children are a concern nationally, and this will be worthy of more detailed investigation.

### c) 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 although economics dictate that programmes should be as short as possible, commensurate with robust outcomes.

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 2.3 – Weeks and lessons of children completing Reading Recovery programmes, sorted by programme outcome: The UK and the Republic of Ireland, 2012-13.**

| Outcome/ Time                              | Total Pupils | Mean | SD   | Min. | Max. |
|--|--------------|------|------|------|------|
| <b>Accelerated progress (Discontinued)</b> |              |      |      |      |      |
| Weeks                                      | 7,629        | 17.8 | 4.8  | 3    | 35   |
| Lessons                                    | 7,629        | 70.8 | 19.5 | 8    | 170  |
| Lost Lessons                               | 7,629        | 18.2 | 11.9 | -80  | 130  |
| <b>Progress (Referred)</b>                 |              |      |      |      |      |
| Weeks                                      | 1,442        | 19.2 | 4.5  | 3    | 35   |
| Lessons                                    | 1,442        | 75.1 | 19   | 11   | 140  |
| Lost Lessons                               | 1,442        | 21   | 12.5 | -17  | 100  |

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

**Note:** This table excludes children taught by teacher leaders and teacher leaders in training.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

In 2012-13, children progressed from being the lowest attaining children to achieving age-appropriate levels of literacy in 71 lessons on average; just 35 and a half hours of teaching (Table 2.3). This was slightly shorter than the previous year (36 hours across 72 lessons), suggesting improved efficiency (see discussion following Table 1.5).

There was however a very slight increase in the average number of lost lessons this year. Though the numbers are small, evidence shows that shorter series of lessons not only enable children to return to age-appropriate performance in class more quickly, but they also allow teachers to serve more children a year in Reading Recovery. Factors contributing to this slight rise should be investigated at a local and regional level (see discussion following Table 7.4 for explanations behind lost lessons).

Children who made some progress, but did not achieve accelerated learning were given around one and a half weeks longer, bringing their average programme length to just over 19 weeks, consistent with the previous year. The number of lost lessons is slightly higher for these children, on average three more lessons missed, but this number is still smaller than in previous years. Outcomes for referred children seem to indicate increased efficiency in identification and teacher decision-making. This will be considered further in Sections 3 and 7.

### 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 a 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 may start Reading Recovery at any point during their first or second year of schooling (Year One or Year Two in England and Wales; Senior Infants or First Class in Ireland), and some complete their lesson series in the following school year. The point at which a child completes their lesson series will have a bearing on the literacy levels they need to reach.

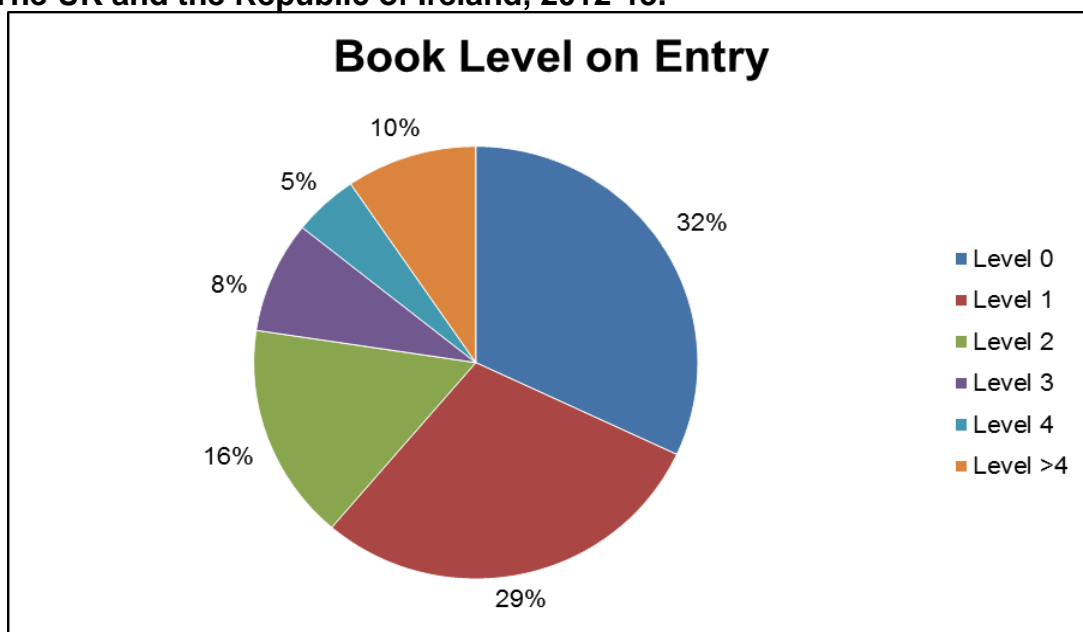
**Table 3.1 – Scores on *Observation Survey* tasks for Reading Recovery children with completed programmes, at entry to and exit from, the programme: The UK and the Republic of Ireland, 2012-13.**

| Assessment Point         | Total Pupils | Book Level |     | Letter Identification |     | Concepts about Print |     | Word Test |     | Writing Vocabulary |      | HRSIW |     | BAS Reading Age Mean |
|--------------------------|--------------|------------|-----|-----------------------|-----|----------------------|-----|-----------|-----|--------------------|------|-------|-----|----------------------|
|                          |              | Mean       | SD  | Mean                  | SD  | Mean                 | SD  | Mean      | SD  | Mean               | SD   | Mean  | SD  |                      |
| Entry                    | 9,185        | 1.7        | 2.2 | 43.9                  | 9.5 | 11.6                 | 3.7 | 8.5       | 5.8 | 10.9               | 8.7  | 22.3  | 9.8 | 5:1                  |
| All completed programmes | 9,185        | 16.1       | 3.7 | 52.2                  | 3.8 | 19.3                 | 3.1 | 21        | 3.3 | 37.4               | 15.7 | 34.5  | 4   | 6:10                 |
| At discontinuing         | 7,722        | 17.3       | 2.3 | 52.8                  | 2.8 | 19.9                 | 2.7 | 21.8      | 1.9 | 39.8               | 15.1 | 35.3  | 2.4 | 6:10                 |
| At referral              | 1,463        | 9.9        | 3.7 | 49.5                  | 6.3 | 16.2                 | 3.5 | 16.7      | 5.3 | 24.3               | 11.9 | 30.3  | 7   | 6:1                  |

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

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Figure 3.1 – Book Level on programme entry, for children with completed programme outcomes: The UK and the Republic of Ireland, 2012-13.**



**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Children identified for Reading Recovery were effectively non-readers, even after three terms at school, and when they started the programme they had learned very little about reading and writing (Table 3.1). Assessments at entry to Reading Recovery indicate that some children have made slightly more progress in learning literacy, but they are still considerably behind expectations for children at this age: the average Book Level was only 1.7. A level one book is a short, predictable text, with few words on a page, just one word changed on each page, and that changed word is strongly indicated by the picture (see Appendix A). These are children who at the age of six have yet to begin to read.

Figure 3.1 indicates that around three out of four children in the cohort (77%) were below Reading Recovery Book Level three at programme entry. This reflects a reduction from last year's 82%, continuing a trend that indicates children are beginning Reading Recovery at slightly higher reading levels. One child in 10 was reading at level four or above (3% higher than last year). There was also a reduction of 4% in the number of children who entered Reading Recovery being unable to read any published text; from 36% last year to 32% this year. This is the lowest figure since 2006 when 37% of children were unable to read any printed text. This could be indicative of a rise in literacy levels in schools with more experienced Reading Recovery teachers who are knowledgeable about teaching reading and are working to achieve wider impact on literacy across the school.

On the British Abilities Scales (BASII) measure of reading age, children at entry averaged five years and one month, which is three months higher than in previous years (Table 3.1). This concurs with upward progress in Book Level at entry, as noted above.

Children's programmes are discontinued when the child is judged by an independent observer to be able to read and write independently, within the average band for their class and age. Children who made accelerated progress (84% of completed programmes) reached an average reading age of six years 10 months on BASII. This represented a gain of 21 months during the four or five months of their series of lessons, about five times the normal rate of progress. They were reading at Book Level 17, having gained 15 text levels. This meant they were now able to read a story with elaborated episodes and events, extended descriptions, some literary language, full pages of print, more unusual and challenging vocabulary and less support from illustrations (see Appendix A). Their writing vocabulary had increased from around 10 words to around 40 words written correctly within a timed assessment.

Children who did not achieve the accelerated progress required for the programme to be discontinued were referred back to the school for longer-term support. These children had, nevertheless, made considerable progress, achieving an average reading age of six years one month, a gain of 12 months reading age in 19 weeks. These children also reached Book Level 10, slightly higher than in previous years (see Appendix A), and they increased their writing vocabulary to around 24 words. Although still behind their peers, these children can no longer be considered non-readers and writers.

**Table 3.2 – Changes in average attainment in literacy prior to Reading Recovery, over the last nine years: The UK and the Republic of Ireland, 1994-2013.**

| Year | 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   | Mean            |
| 1994 | 4,694        | 1.2        | 1.6 | 29                    | 15.6 | 10.1                 | 3.7 | 1.9       | 2.4* | 5.5                | 5.4  | 9.5   | 8.5  | n/a             |
| 1997 | 5,303        | 1.4        | 1.8 | 34.8                  | 14.4 | 11.4                 | 3.7 | 3.6       | 3.1† | 8.2                | 7.6  | 13.0  | 9.5  | n/a             |
| 2000 | 4,989        | 1.5        | 2   | 38.4                  | 13.2 | 12.5                 | 3.7 | 4.8       | 3.5‡ | 10.3               | 9.1  | 15.5  | 9.9  | n/a             |
| 2003 | 5,008        | 1.6        | 2.1 | 40.3                  | 12.3 | 12.7                 | 3.7 | 5.3       | 3.6‡ | 11.7               | 10   | 17.5  | 10.2 | n/a             |
| 2007 | 5,253        | 1.5        | 2.1 | 40.2                  | 13.2 | 11.9                 | 4   | 7         | 5.9‡ | 10.8               | 10.2 | 17.9  | 10.3 | 4:10            |
| 2008 | 7,731        | 1.3        | 2   | 39.8                  | 12.8 | 11.3                 | 4.1 | 6.5       | 5.7‡ | 9.9                | 9.4  | 17.8  | 10.4 | 4:10            |
| 2009 | 11,969       | 1.1        | 1.7 | 40.4                  | 12.3 | 11                   | 4   | 6.5       | 5.7‡ | 9.4                | 8.6  | 18.7  | 10.3 | 4:10            |
| 2010 | 17,528       | 1.2        | 1.7 | 41.4                  | 11.2 | 11                   | 3.8 | 6.7       | 5.4  | 9.4                | 8.1  | 19.5  | 10.2 | 4:10            |
| 2011 | 24,107       | 1.2        | 1.7 | 41.9                  | 10.7 | 11.1                 | 3.7 | 7.1       | 5.5  | 9.4                | 7.8  | 20.1  | 10.1 | 4:10            |
| 2012 | 14,936       | 1.5        | 1.9 | 43                    | 10.1 | 11.4                 | 3.7 | 7.7       | 5.6  | 10.3               | 8.2  | 21.5  | 9.7  | 4:10            |
| 2013 | 12,450       | 1.7        | 2.2 | 43.9                  | 9.5  | 11.6                 | 3.7 | 8.5       | 5.8  | 10.9               | 8.7  | 22.3  | 9.8  | 5:1             |

**Note:** Using Clay (1993, 2002) An Observation Survey of Literacy Achievement .

**Note:** ‡ Using Duncan word reading ; \*Clay word reading; + Canberra word reading.

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

**Source:** European Centre for Reading Recovery: Annual Data Collection, 1993-94; 1994-95; 1995-96; 1996-97; 1997-98; 1998-99; 1999-00; 2000-01; 2001-02; 2002-03; 2003-04; 2004-05; 2005-06; 2006-07; 2007-08; 2008-09; 2009-10; 2010-11; 2011-12; 2012-13.

Slight increases in literacy at entry were observed in Table 3.1. Table 3.2 shows the breakdown of changes in attainment on the different literacy tests. Continued increases in Letter Identification and Hearing and Recording Sounds in Words scores over time are evident, as are improvements in Concepts about Print scores, although this assessment still remains lower than in the years before 2007. This may provide further evidence of experienced teachers working to support literacy across the school.

#### 4: 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.

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

**Table 4.1 – Changes in allocation to registers of Statement of Education Need, for children with completed Reading Recovery programmes: The UK and the Republic of Ireland, 2012-13.**

| Assessment Point            | Total Pupils | Not on SEN Register |         | Lowest level on SEN register |         | Mid-level on SEN register |         | Recommended for formal assessment |         | Not Known |         |
|-----------------------------|--------------|---------------------|---------|------------------------------|---------|---------------------------|---------|-----------------------------------|---------|-----------|---------|
|                             |              | Number              | Percent | Number                       | Percent | Number                    | Percent | Number                            | Percent | Number    | Percent |
| <b>Completed Programmes</b> |              |                     |         |                              |         |                           |         |                                   |         |           |         |
| Before RR                   | 9,185        | 4,356               | 47.4    | 3,347                        | 36.4    | 1,359                     | 14.8    | 111                               | 1.2     | 12        | 0.1     |
| After RR                    | 9,185        | 5,882               | 64      | 2,163                        | 23.5    | 901                       | 9.8     | 195                               | 2.1     | 44        | 0.5     |
| <b>Discontinued</b>         |              |                     |         |                              |         |                           |         |                                   |         |           |         |
| Before RR                   | 7,722        | 3,898               | 50.5    | 2,745                        | 35.5    | 984                       | 12.7    | 84                                | 1.1     | 11        | 0.1     |
| After RR                    | 7,722        | 5,591               | 72.4    | 1,542                        | 20      | 445                       | 5.8     | 109                               | 1.4     | 35        | 0.5     |
| <b>Referred</b>             |              |                     |         |                              |         |                           |         |                                   |         |           |         |
| Before RR                   | 1,463        | 458                 | 31.3    | 602                          | 41.1    | 375                       | 25.6    | 27                                | 1.8     | 1         | 0.1     |
| After RR                    | 1,463        | 291                 | 19.9    | 621                          | 42.4    | 456                       | 31.2    | 86                                | 5.9     | 9         | 0.6     |

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

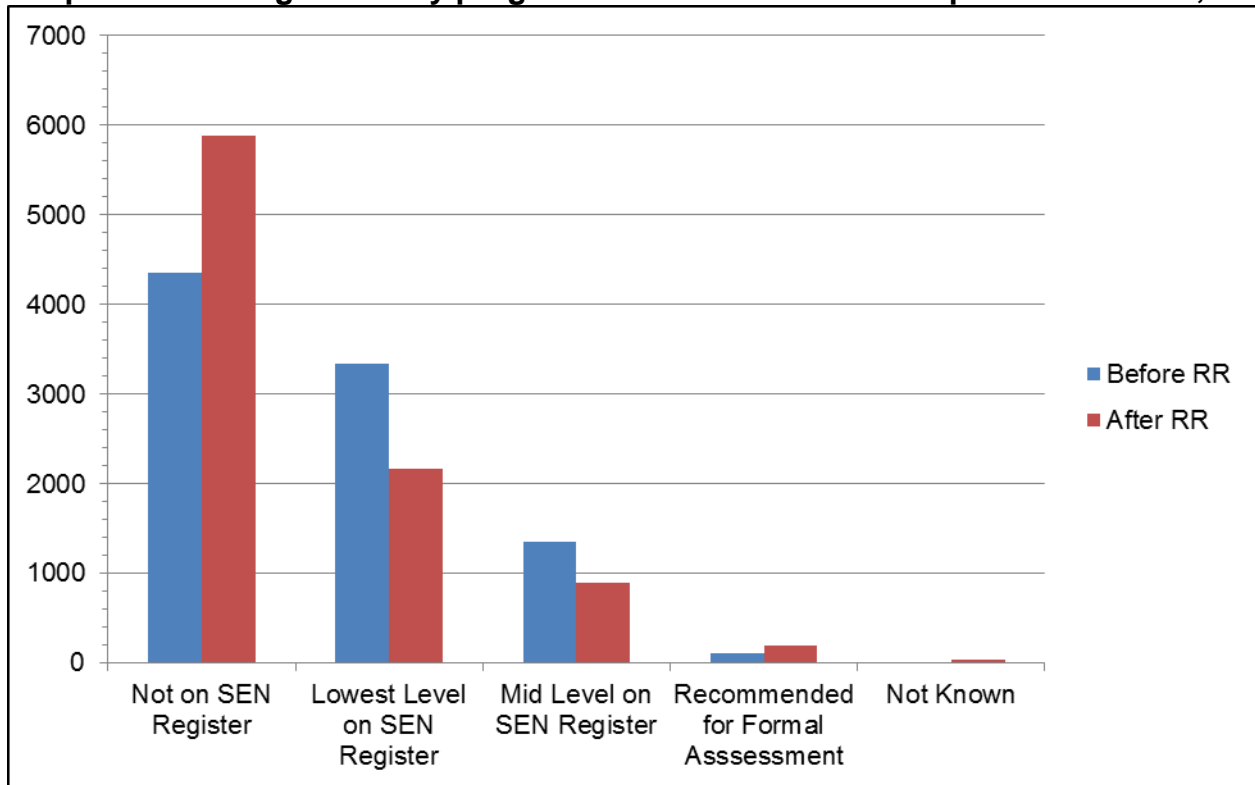
Following Reading Recovery, 1,558 children could be removed from the SEN register, representing around 17% of those children who had completed the programme (Table 4.1). These children were no longer deemed to have Special Educational Needs; something which indicates that Reading Recovery can act as a mechanism for reducing the level of demand for SEN services.

Additionally, 84 children were identified early and recommended for formal assessment (allocated resource hours in Ireland) during the course of their Reading Recovery programmes, emphasising the role Reading Recovery can play in the early identification of children with severe Special Educational Needs in mainstream education.

It is interesting that, of the children who were referred for additional support at the end of their lesson series, almost one in five of them (20%) were nevertheless still reported as not identified on the SEN register, even after a period of intensive and individual teaching had proved insufficient to address their specific and complex literacy needs. Children who did not demonstrate accelerated gains in Reading Recovery nevertheless do make progress. In times of financial constraints, it may be deemed more cost-effective for schools to direct funds to those children who are working below these ex-Reading Recovery children. However, given the time and investment allocated to early identification and support in getting these children under-way, schools may want to reconsider their subsequent provision for these children.

Twenty five of the children who made accelerated progress and achieved age-related outcomes were also recommended for formal assessment, following their Reading Recovery programmes. Data regarding the nature of the SEN identified are not collected, but it is likely that these children have complex needs beyond literacy; for example, behavioural or physical problems, and whilst those concerns may not have been resolved, the evidence is that these need not be a barrier to literacy. Further analysis at local level could identify the specific nature of the children who are referred for additional specialist support and the scale of support provided, after Reading Recovery.

**Figure 4.1 – Changes in allocation on registers of Statement of Education Need, for children with completed Reading Recovery programmes: The UK and the Republic of Ireland, 2012-13.**



**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.



## 5: 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.

### a) Accelerated progress (discontinued)

**Table 4.1 – Follow-up scores on *Observation Survey* tasks for children with discontinued Reading Recovery programmes: The UK and the Republic of Ireland, 2012-13.**

| Assessment Point  | Total Pupils | Book Level |     | Writing Vocabulary |      | BAS Reading Age |
|-------------------|--------------|------------|-----|--------------------|------|-----------------|
|                   |              | Mean       | SD  | Mean               | SD   | Mean            |
| At discontinuing  | 12,861       | 17.2       | 2.2 | 39.9               | 15.2 | 6:10            |
| 3 month follow-up | 8,229        | 18.6       | 3   | 44.8               | 17.1 | 7:1             |
| 6 month follow-up | 5,682        | 20.3       | 3.4 | 50.5               | 19.1 | 7:4             |

**Note:** This group includes all children who had follow-up only testing in 2012-13 (i.e. those who completed their programmes in 2011-12 and had testing this academic year, and those who completed early this year, allowing for follow-up testing to also take place this year).

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Six months after the end of their series of lessons, children who had achieved the goals of Reading Recovery (84% of completed programmes: Table 2.1) not only maintained the gains they had made during their programme, but continued to progress at the rate of normal readers, gaining one month in reading age every month (Table 5.1). These were children who had made very little progress in literacy prior to Reading Recovery. Findings suggest that they had now acquired independent skills for reading and writing. Children made progress gains of three Book Levels in six months, consistent with the progress identified in 2011-12. The average six month follow-up Writing Vocabulary scores for these children also rose. Discrepancies over time in sustaining progress may serve to indicate the importance of tracking and monitoring children's progress in their first months following Reading Recovery. These children may still be at risk. Whatever circumstances caused them to fall behind in reading initially may still be ongoing.

### b) Progress (referred)

**Table 4.2 – Follow-up scores on *Observation Survey* tasks for children with referred Reading Recovery programmes: The UK and the Republic of Ireland, 2012-13.**

| Assessment Point  | Total Pupils | Book Level |     | Writing Vocabulary |      | BAS Reading Age |
|-------------------|--------------|------------|-----|--------------------|------|-----------------|
|                   |              | Mean       | SD  | Mean               | SD   | Mean            |
| At referral       | 2,334        | 9.6        | 3.8 | 23.4               | 11.7 | 5:10            |
| 3 month follow-up | 1,415        | 10.2       | 4.4 | 26.3               | 12.9 | 6:1             |
| 6 month follow-up | 940          | 11.4       | 4.5 | 30.1               | 14.6 | 6:4             |

**Note:** This group includes all children who had follow-up only testing in 2012-13 (i.e. those who completed their programmes in 2011-12 and had testing this academic year, and those who completed early this year, allowing for follow-up testing to also take place this year).

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Children who were referred for longer term support (16% of completed programmes: Table 2.1) also maintained their gains in the six months following the end of one-to-one teaching (Table 5.2). 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 literacy skills which will enable them to continue to progress.

## 6: What were the results of National Assessments for Reading Recovery children (England only)?

### a) Key Stage One National Assessments

Children in England undergo continuing teacher assessment for reading and writing during their time in Key Stage One. At the end of their second year of formal schooling (aged seven) the assessments are collated and reported locally and nationally. 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 Level 1 or below without the intervention.

Table 6.1 shows the impact for all children who received the programme, including those who did not achieve the goals.

**Table 6.1 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery Children, sorted by programme outcome: England, 2012-13.**

| Programme Outcome/<br>National Assessment Level | Key Stage One Reading |            | Key Stage One Writing |            |
|---|-----------------------|------------|-----------------------|------------|
|   | Number                | Percentage | Number                | Percentage |
| <b>Discontinued</b>                             | <b>4,118</b>          | <b>100</b> | <b>4,114</b>          | <b>100</b> |
| Below Level 1                                   | 1                     | 0          | 9                     | 0.2        |
| 1   | 452                   | 11         | 1,023                 | 24.9       |
| 2c  | 1,074                 | 26.1       | 1,612                 | 39.2       |
| 2b  | 1,734                 | 42.1       | 1,228                 | 29.8       |
| 2a  | 711                   | 17.3       | 205                   | 5          |
| 3   | 146                   | 3.5        | 37                    | 0.9        |
| 2+  | 3,665                 | 89         | 3,082                 | 74.9       |
| 2b+   | 2,591                 | 62.9       | 1,470                 | 35.7       |
| <b>All completed programmes</b>                 | <b>5,083</b>          | <b>100</b> | <b>5,078</b>          | <b>100</b> |
| Below Level 1                                   | 35                    | 0.7        | 97                    | 1.9        |
| 1   | 1,069                 | 21         | 1,669                 | 32.9       |
| 2c  | 1,285                 | 25.3       | 1,792                 | 35.3       |
| 2b  | 1,822                 | 35.8       | 1,273                 | 25.1       |
| 2a  | 726                   | 14.3       | 209                   | 4.1        |
| 3   | 146                   | 2.9        | 38                    | 0.7        |
| 2+  | 3,979                 | 78.3       | 3,312                 | 65.2       |
| 2b+   | 2,694                 | 53         | 1,520                 | 29.9       |

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

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Accelerated progress:** The children who achieved accelerated progress in Reading Recovery continued to demonstrate high attainment at Key Stage One National Assessments: almost nine out of 10 children (89%) attained National Curriculum Level 2 or above in reading and three quarters (75%) achieved the same in writing. Such sustained high outcomes continue to provide evidence of impact on standards in Key Stage One.

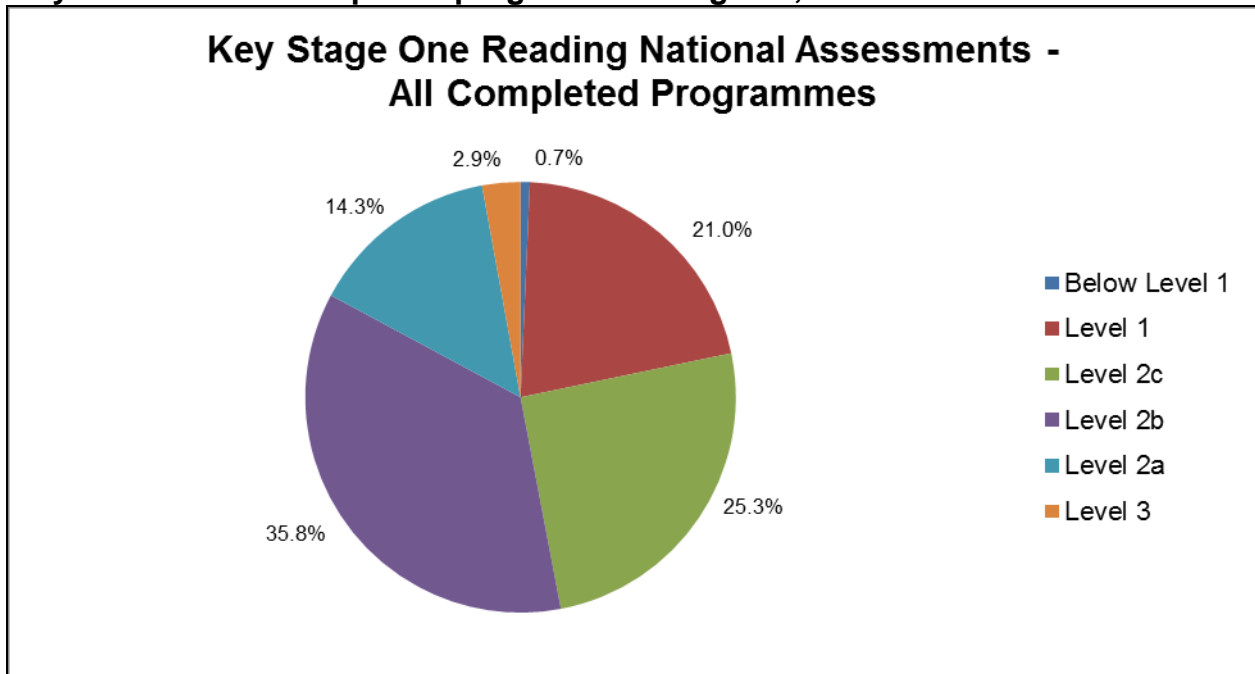
**All completed programmes:** Almost eight in 10 children (78%) who completed their Reading Recovery programmes, whether or not they had made accelerated progress, attained Level 2 or above in their Key Stage One Reading National Assessments (Table 6.1). This is a 1% increase on the reported outcomes for 2011-12 and, thus, demonstrates sustained, improving outcomes for Reading Recovery children.

Similarly, 65% achieved the same in the Writing Assessment, compared with 63% last year. These findings demonstrate the positive benefits of Reading Recovery up to a year later, not just for those who made accelerated progress but also for those who were referred for longer-term support. The year-on-year improvements in writing attainment are welcome. However, whilst attainment at Level 2b in writing has increased on the previous year by 3%, this is still a focus for improvement for Reading Recovery teachers. The gap between reading and writing is a cause for concern in Reading Recovery as well as nationally.

Data clearly indicate that Reading Recovery children are able to reach age-related expectations, attesting to the effectiveness of Reading Recovery as an early literacy intervention.

Key Stage One National Assessment results are represented diagrammatically in Figures 6.1 to 6.4.

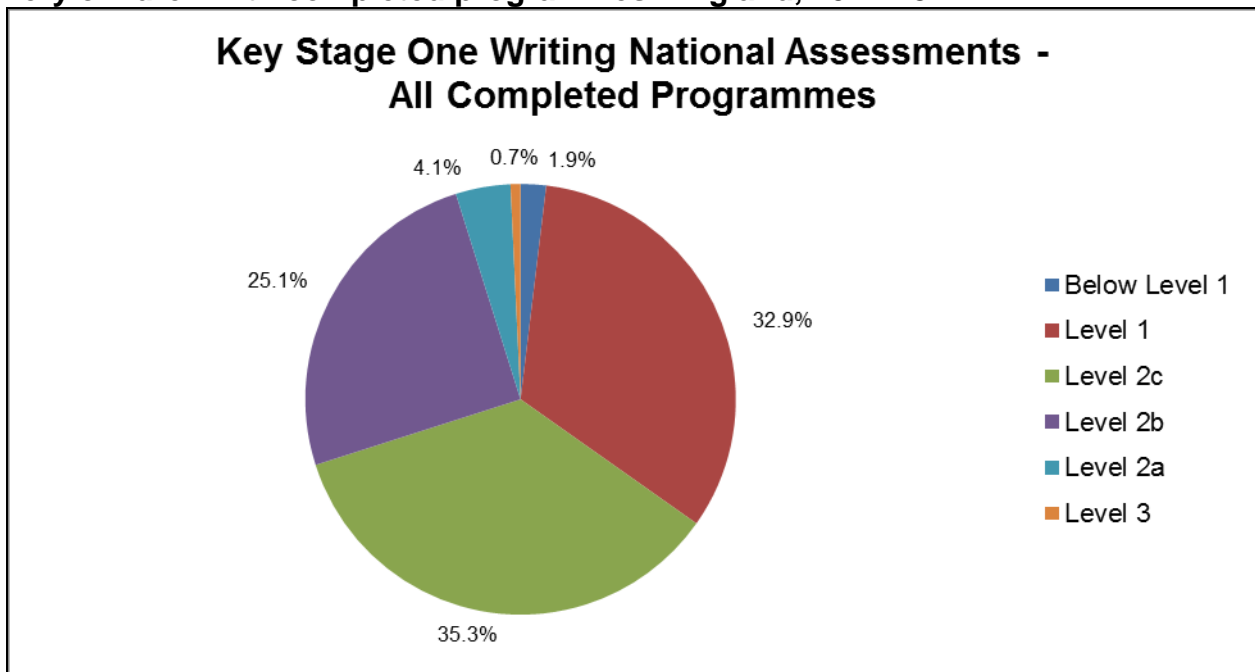
**Figure 6.1 – Key Stage One outcomes of Reading National Assessments for Reading Recovery children with completed programmes: England, 2012-13.**



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

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

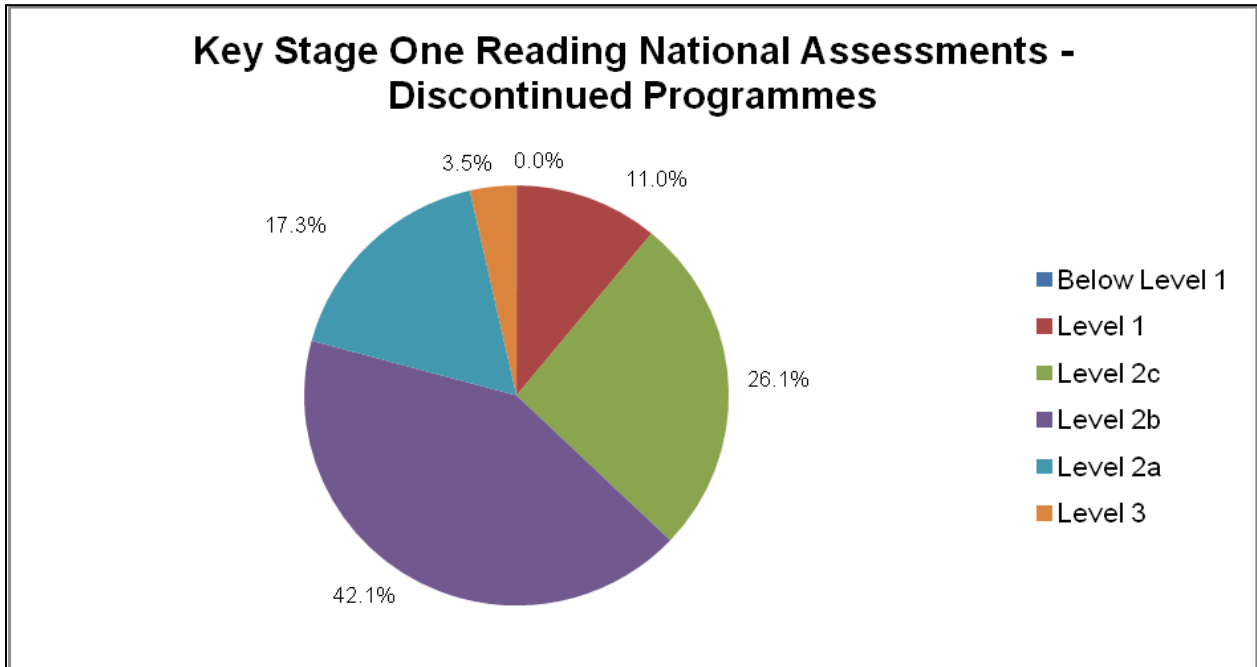
**Figure 6.2 – Key Stage One outcomes of Writing National Assessments for Reading Recovery children with completed programmes: England, 2012-13.**



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

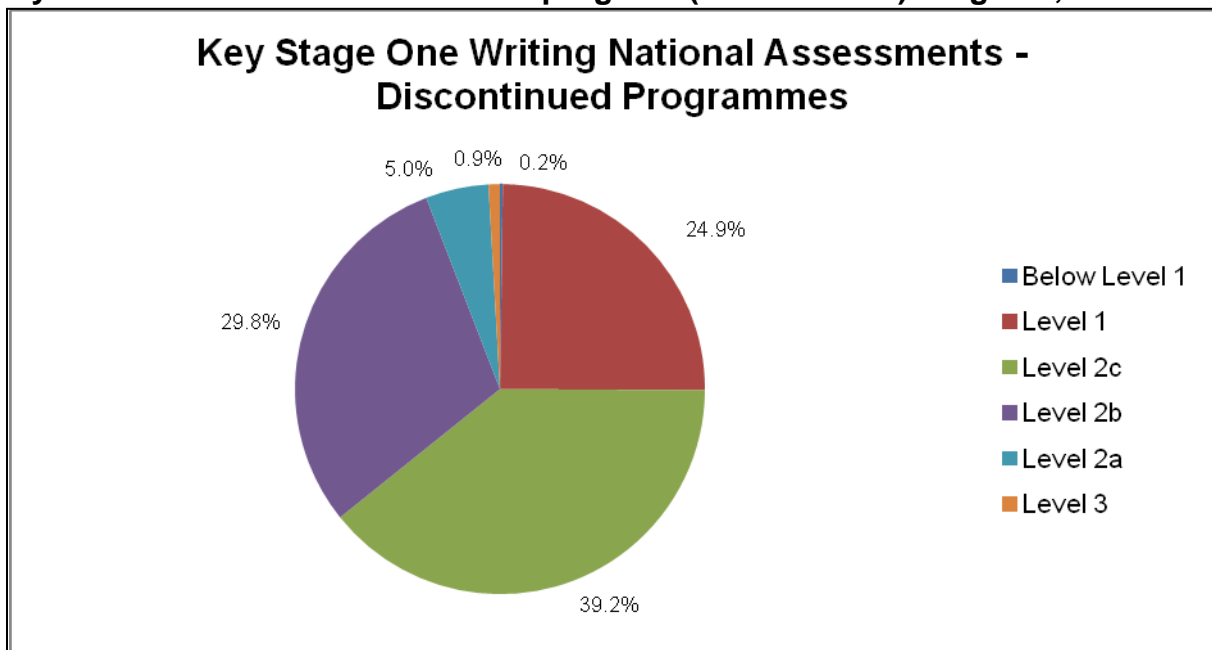
**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Figure 6.3 – Key Stage One outcomes of Reading National Assessments for Reading Recovery children who made accelerated progress (discontinued): England, 2012-13.**



Source: European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Figure 6.4 – Key Stage One outcomes of Writing National Assessments for Reading Recovery children who made accelerated progress (discontinued): England, 2012-13.**



Source: European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Table 6.2 shows the impact for all children who received the programme, including those who did not achieve the goals. Table 6.3 shows the impact of achieving accelerated learning on closing the attainment gap.

**Table 6.2 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics: England, 2012-13.**

| Cohort Description                | Key Stage One Reading |      |           |      | Key Stage One Writing |      |           |      |
|-----------------------------------|-----------------------|------|-----------|------|-----------------------|------|-----------|------|
|                                   | Level 2+              |      | Level 2b+ |      | Level 2+              |      | Level 2b+ |      |
|                                   | Number                | %age | Number    | %age | Number                | %age | Number    | %age |
| <b>Gender</b>                     |                       |      |           |      |                       |      |           |      |
| Male                              | 2,367                 | 77.4 | 1,583     | 51.8 | 1,891                 | 61.9 | 815       | 26.7 |
| Female                            | 1,611                 | 79.6 | 1,110     | 54.8 | 1,420                 | 70.2 | 704       | 34.8 |
| <b>First language</b>             |                       |      |           |      |                       |      |           |      |
| English                           | 2,893                 | 76.7 | 1,935     | 51.3 | 2,347                 | 62.2 | 1,045     | 27.7 |
| Other                             | 1,085                 | 83   | 759       | 58   | 965                   | 73.9 | 475       | 36.4 |
| <b>Economic status</b>            |                       |      |           |      |                       |      |           |      |
| Disadvantaged / FSM               | 1,644                 | 76.4 | 1,081     | 50.2 | 1,353                 | 63   | 580       | 27   |
| Not disadvantaged/<br>No FSM      | 2,287                 | 79.7 | 1,589     | 55.3 | 1,919                 | 66.9 | 923       | 32.2 |
| <b>Special cohort group</b>       |                       |      |           |      |                       |      |           |      |
| No                                | 3,816                 | 78.8 | 2,598     | 53.6 | 3,179                 | 65.7 | 1,472     | 30.4 |
| 'Looked after' child              | 53                    | 82.8 | 37        | 57.8 | 41                    | 64.1 | 22        | 34.4 |
| Other special group               | 49                    | 70   | 23        | 32.9 | 45                    | 64.3 | 14        | 20   |
| Traveller child                   | 21                    | 44.7 | 16        | 34   | 17                    | 36.2 | 5         | 10.6 |
| Asylum seeker or<br>refugee child | 7                     | 70   | 3         | 30   | 5                     | 50   | 1         | 10   |

**Note:** This table includes all Reading Recovery and Follow-up Only children who were in Year Two during 2012-13, had completed programme outcomes, and who had Key Stage One SATs results provided.

**Note:** %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with completed programmes and Key Stage One SATs results provided.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Table 6.3 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics: England, 2012-13.**

| Cohort Description                | Key Stage One Reading |      |           |      | Key Stage One Writing |      |           |      |
|-----------------------------------|-----------------------|------|-----------|------|-----------------------|------|-----------|------|
|                                   | Level 2+              |      | Level 2b+ |      | Level 2+              |      | Level 2b+ |      |
|                                   | Number                | %age | Number    | %age | Number                | %age | Number    | %age |
| <b>Gender</b>                     |                       |      |           |      |                       |      |           |      |
| Male                              | 2,168                 | 88.7 | 1,526     | 62.5 | 1,746                 | 71.6 | 788       | 32.3 |
| Female                            | 1,496                 | 89.4 | 1,064     | 63.6 | 1,335                 | 79.8 | 681       | 40.7 |
| <b>First language</b>             |                       |      |           |      |                       |      |           |      |
| English                           | 2,660                 | 88.7 | 1,861     | 62.1 | 2,183                 | 72.8 | 1,015     | 33.9 |
| Other                             | 1,005                 | 89.8 | 730       | 65.2 | 899                   | 80.6 | 455       | 40.8 |
| <b>Economic status</b>            |                       |      |           |      |                       |      |           |      |
| Disadvantaged / FSM               | 1,490                 | 88.1 | 1,031     | 61   | 1,244                 | 73.7 | 556       | 32.9 |
| Not disadvantaged/<br>No FSM      | 2,132                 | 89.7 | 1,536     | 64.6 | 1,800                 | 75.8 | 897       | 37.8 |
| <b>Special cohort group</b>       |                       |      |           |      |                       |      |           |      |
| No                                | 3,520                 | 89.1 | 2,948     | 74.7 | 2,962                 | 75.1 | 1,423     | 36.1 |
| 'Looked after' child              | 46                    | 88.5 | 37        | 71.2 | 39                    | 75   | 22        | 42.3 |
| Other special group               | 44                    | 89.8 | 21        | 42.9 | 37                    | 75.5 | 13        | 26.5 |
| Traveller child                   | 20                    | 80   | 15        | 60   | 15                    | 60   | 5         | 20   |
| Asylum seeker or<br>refugee child | 6                     | 85.7 | 3         | 42.9 | 5                     | 71.4 | 1         | 14.3 |

**Note:** This table includes all Reading Recovery and Follow-up Only children who were in Year Two during 2012-13, had discontinued programme outcomes, and who had Key Stage One SATs results provided.

**Note:** %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with discontinued programmes and Key Stage One SATs results provided.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Tables 6.2 and 6.3 provide independent assessment evidence regarding the power of Reading Recovery in closing the gap between disadvantaged children and their peers.

In 2012-13, the attainment gap between children in poverty and their more advantaged peers had been substantively reduced. Among all those who completed Reading Recovery, 76% of those entitled to free school meals and 80% of those not entitled achieved Level 2 or above in the Reading Assessment, with 63% and 67% respectively achieving the same in the Writing Assessment (Table 6.2). Given that these children were around 50% more likely to be amongst the lowest attaining; this represents a remarkable change in their fortunes. When considering just those children who achieved accelerated progress in Reading Recovery, the difference is negligible; 88% of children deemed disadvantaged reached Level 2 in reading alongside 90% of their peers, and 74% achieved the same in writing, alongside 76% of their more advantaged peers (Table 6.3).

The gap between boys and girls at Key Stage One National Assessments was 8% in writing and only 3% in reading (Table 6.2). For children who achieved accelerated progress, the gender gap in reading had almost completely closed (Table 6.3).

Children who spoke English as an additional language were able to reach age-related expectations at a slightly higher percentage than their English first language peers, with a percentage gap of 6% in reading at Level 2, and of 12% in writing for all completed programmes (Table 6.2).

## b) Key Stage Two National Assessments

In England, at the end of Key Stage Two, aged 11, children reach a second phase of formal national assessments. The national expectation is for children to reach Level 4, deemed a strong average. Level 3 is a low average. The children identified for Reading Recovery at the age of six are those who, without intervention, are most likely to attain below Level 3 at age 11. Children complete Reading Recovery at age six or seven. Their performance in national assessments at age 11, five or six years after the end of their lessons is indicative of the long lasting effect of the intervention.

**Table 6.4 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery Children, sorted by programme outcome: England, 2012-13.**

| Programme Outcome/<br>National Assessment Level | Key Stage Two Reading |            | Key Stage Two Writing |            |
|---|-----------------------|------------|-----------------------|------------|
|   | Number                | Percentage | Number                | Percentage |
| <b>Discontinued</b>                             | <b>984</b>            | <b>100</b> | <b>982</b>            | <b>100</b> |
| Below Level 2                                   | 10                    | 1          | 1                     | 0.1        |
| 2   | 12                    | 1.2        | 16                    | 1.6        |
| 3   | 155                   | 15.8       | 243                   | 24.7       |
| 4   | 629                   | 63.9       | 653                   | 66.5       |
| 5   | 178                   | 18.1       | 69                    | 7          |
| 3+  | 962                   | 97.8       | 965                   | 98.3       |
| 4+  | 807                   | 82         | 722                   | 73.5       |
| <b>All completed programmes</b>                 | <b>1,218</b>          | <b>100</b> | <b>1,218</b>          | <b>100</b> |
| Below Level 2                                   | 25                    | 2.1        | 8                     | 0.7        |
| 2   | 45                    | 3.7        | 55                    | 4.5        |
| 3   | 243                   | 20         | 358                   | 29.4       |
| 4   | 717                   | 58.9       | 725                   | 59.5       |
| 5   | 188                   | 15.4       | 72                    | 5.9        |
| 3+  | 1,148                 | 94.3       | 1,155                 | 94.8       |
| 4+  | 905                   | 74.3       | 797                   | 65.4       |

**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had discontinued/ completed programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.



**Accelerated progress:** More than four out of five children (82%) who had achieved accelerated progress in Reading Recovery at age six, five years previously, went on to attain National Curriculum Level 4 or above in their Reading Assessment, and nearly three quarters (73.5%) attained the same in writing (Table 6.4). Whilst these figures are slightly lower than those reported last year (84% and 74% respectively), the sample size this year is much larger and more representative, and therefore clearly indicative of sustained progress over time for a large number of children who, prior to Reading Recovery, would have been predicted not to achieve Level 3.

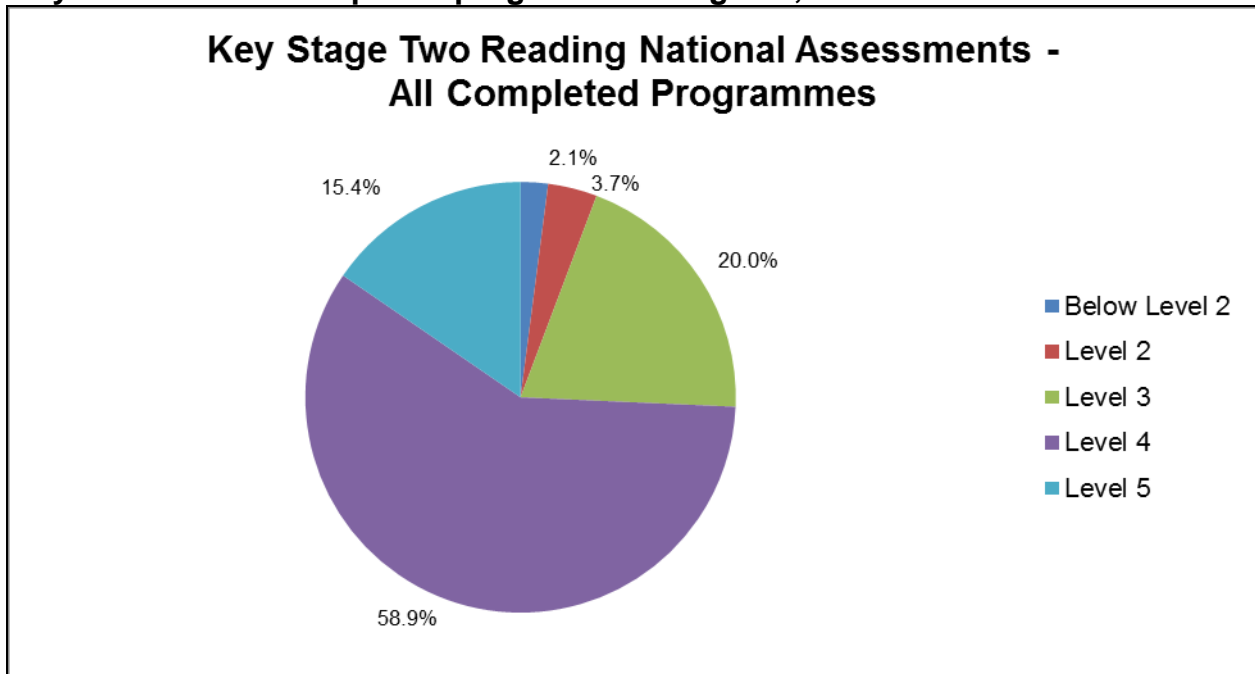
Just as last year, nearly every child (98%) who had previously achieved accelerated progress in their Reading Recovery programmes, went on to achieve Level 3 or higher in both their Reading and Writing Key Stage Two National Assessments. This is in stark contrast to the national statistic of around 32,000 children (6% of the age group) year-on-year, who fail to reach National Curriculum Level 3 at age 11. This statistic has been stubbornly resistant to change. Expectations for the future progress of these lowest attaining children have now been raised considerably by these favourable outcomes after Reading Recovery.

The data clearly indicates that achieving the criteria for discontinuing from Reading Recovery at age six is a protective factor ensuring success at Level 4 in Key Stage Two.

**All completed programmes:** Whether they attained accelerated progress or were referred for further support, three out of four children (74%) achieved Level 4 or above in their Key Stage Two Reading National Assessments, and 95% achieved Level 3 or above. Additionally, two thirds of these children (65%) reached Level 4 or above in their Writing Assessment, and nearly all (95%) attained Level 3 or above. This demonstrates that even children who had not made accelerated progress during their Reading Recovery programmes, benefited in the long term.

Key Stage Two outcomes are represented diagrammatically in Figures 6.5 to 6.8, and Tables 6.5 and 6.6 consider the outcomes for different groups of children in Reading Recovery.

**Figure 6.3 – Key Stage Two outcomes of Reading National Assessments for Reading Recovery children with completed programmes: England, 2012-13.**

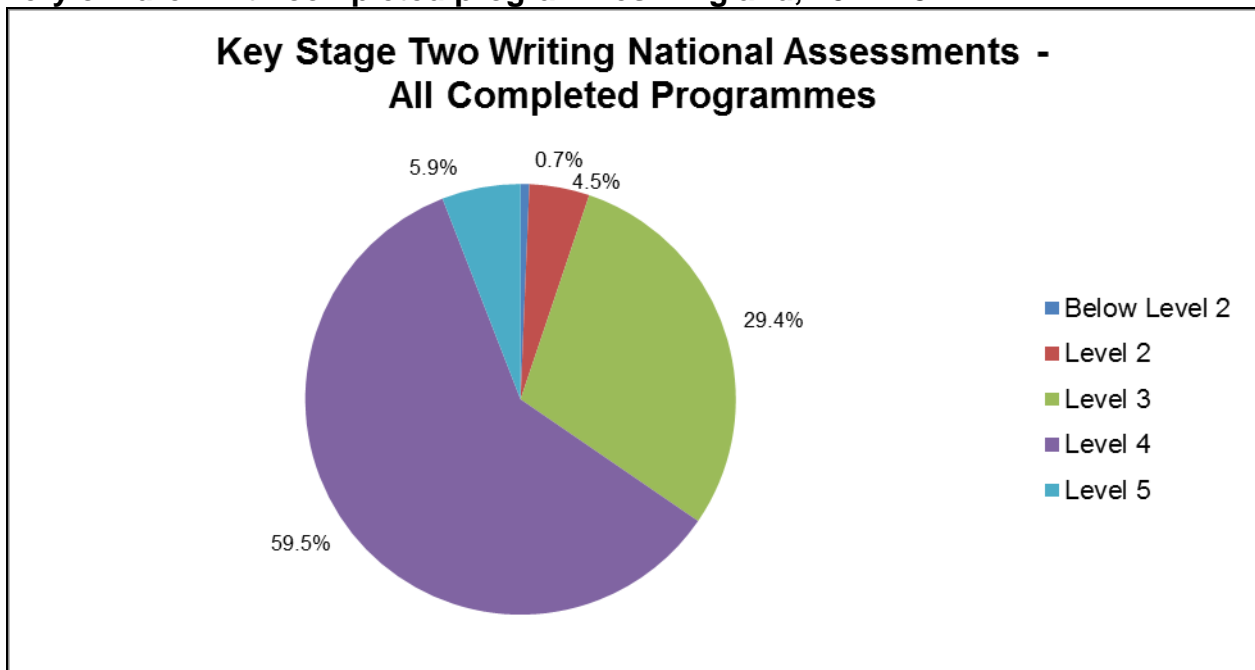


**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had completed programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

**Note:** “All completed programmes” includes those children who made progress (referred) and made accelerated progress (discontinued).

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Figure 6.4 – Key Stage Two outcomes of Writing National Assessments for Reading Recovery children with completed programmes: England, 2012-13.**

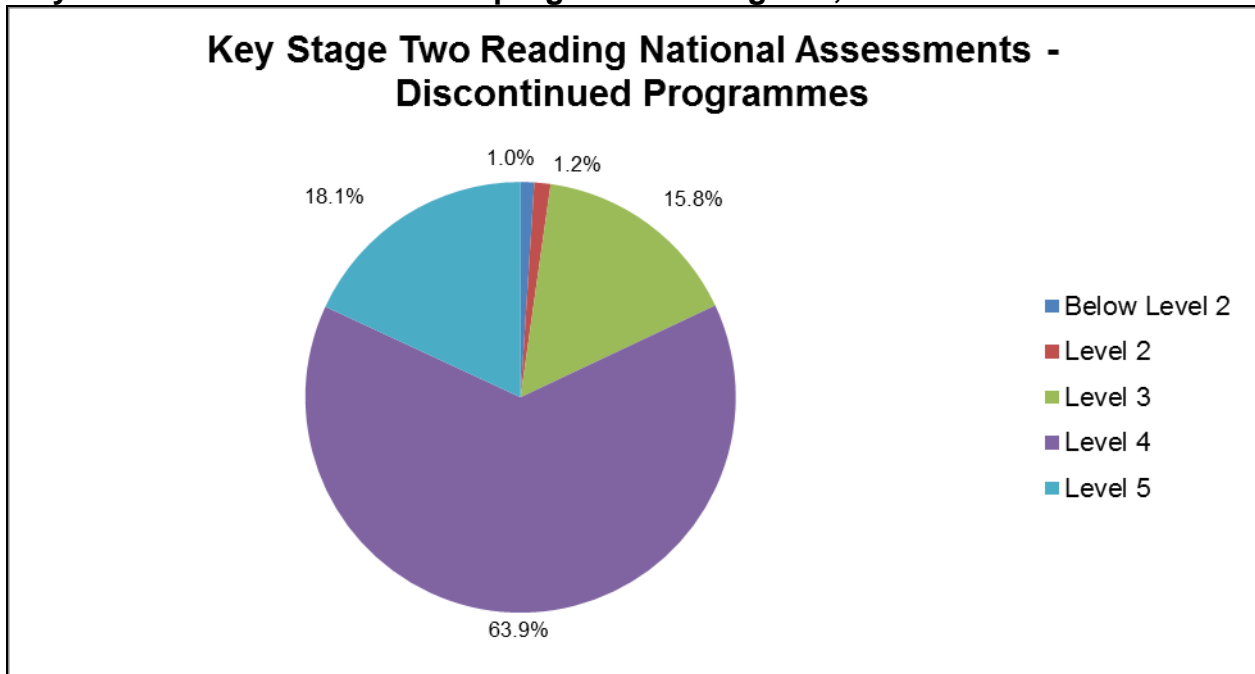


**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had completed programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

**Note:** “All completed programmes” includes those children who made progress (referred) and made accelerated progress (discontinued).

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

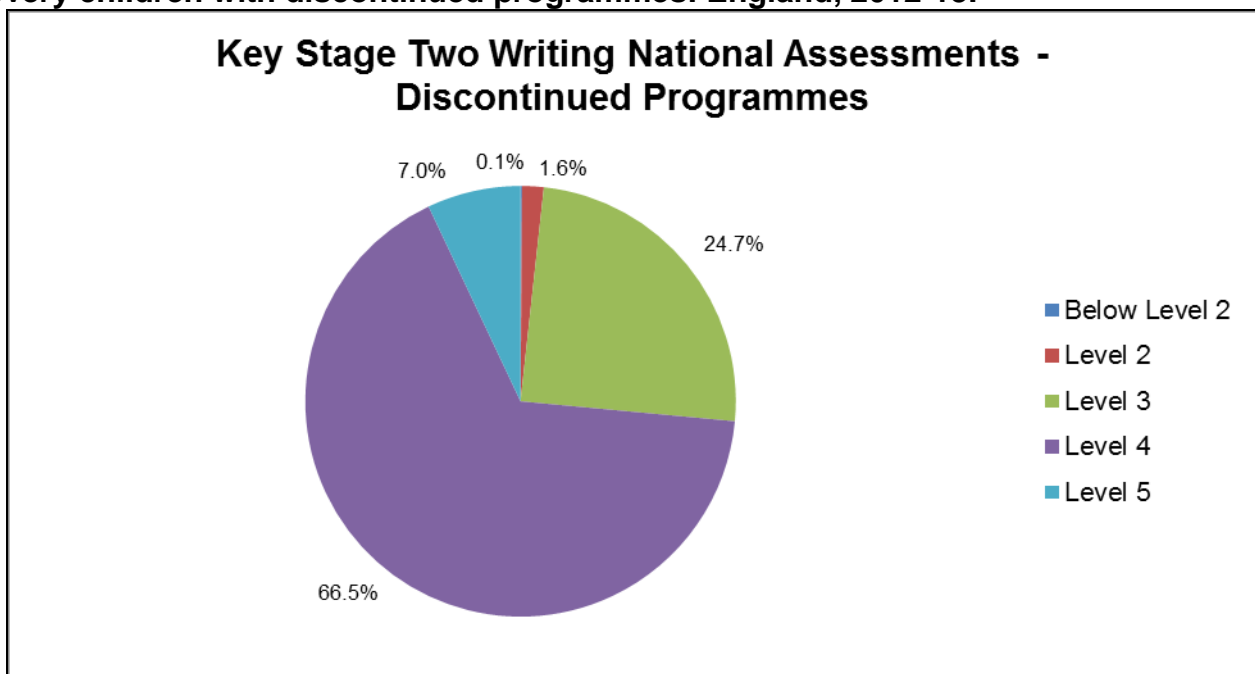
**Figure 6.5 – Key Stage Two outcomes of Reading National Assessments for Reading Recovery children with discontinued programmes: England, 2012-13.**



**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had discontinued programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Figure 6.6 – Key Stage Two outcomes of Writing National Assessments for Reading Recovery children with discontinued programmes: England, 2012-13.**



**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had discontinued programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Table 6.5 and Table 6.6 show the power of Reading Recovery to close the attainment gap between particular cohort groups, notably boys and children in poverty. Table 6.5 shows the impact on the cohort as a whole, including those who did not reach age related expectations at the end of the programme. Table 6.6 shows the impact on the children who achieved accelerated progress at five or six years old.

**Table 6.5 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics: England, 2012-13.**

| Cohort Description                | Key Stage Two Reading |      |          |      | Key Stage Two Writing |      |          |      |
|-----------------------------------|-----------------------|------|----------|------|-----------------------|------|----------|------|
|                                   | Level 3+              |      | Level 4+ |      | Level 3+              |      | Level 4+ |      |
|                                   | Number                | %age | Number   | %age | Number                | %age | Number   | %age |
| <b>Gender</b>                     |                       |      |          |      |                       |      |          |      |
| Male                              | 687                   | 93.1 | 541      | 73.3 | 700                   | 94.2 | 472      | 63.5 |
| Female                            | 461                   | 96   | 364      | 75.8 | 455                   | 95.8 | 325      | 68.4 |
| <b>First language</b>             |                       |      |          |      |                       |      |          |      |
| English                           | 773                   | 93.2 | 601      | 72.5 | 778                   | 93.6 | 515      | 62   |
| Other                             | 375                   | 96.4 | 304      | 78.1 | 377                   | 97.4 | 282      | 72.9 |
| <b>Economic status</b>            |                       |      |          |      |                       |      |          |      |
| Disadvantaged / FSM               | 520                   | 93.5 | 390      | 70.1 | 524                   | 94.1 | 343      | 61.6 |
| Not disadvantaged/<br>No FSM      | 619                   | 94.8 | 508      | 77.8 | 622                   | 95.4 | 447      | 68.6 |
| <b>Special cohort group</b>       |                       |      |          |      |                       |      |          |      |
| No                                | 1,091                 | 94.7 | 867      | 75.3 | 1,096                 | 95.1 | 759      | 65.9 |
| 'Looked after' child              | 8                     | 80   | 4        | 40   | 8                     | 80   | 3        | 30   |
| Other special group               | 26                    | 89.7 | 20       | 69   | 27                    | 93.1 | 20       | 69   |
| Traveller child                   | 4                     | 57.1 | 3        | 42.9 | 6                     | 85.7 | 3        | 42.9 |
| Asylum seeker or<br>refugee child | 5                     | 100  | 5        | 100  | 5                     | 100  | 5        | 100  |

**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had completed programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

**Note:** %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with completed programmes and Key Stage Two SATs results provided.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

**Table 6.6 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics: England, 2012-13.**

| Cohort Description                | Key Stage Two Reading |      |          |      | Key Stage Two Writing |      |          |      |
|-----------------------------------|-----------------------|------|----------|------|-----------------------|------|----------|------|
|                                   | Level 3+              |      | Level 4+ |      | Level 3+              |      | Level 4+ |      |
|                                   | Number                | %age | Number   | %age | Number                | %age | Number   | %age |
| <b>Gender</b>                     |                       |      |          |      |                       |      |          |      |
| Male                              | 569                   | 96.6 | 478      | 81.2 | 579                   | 97.6 | 428      | 72.2 |
| Female                            | 393                   | 99.5 | 329      | 83.3 | 386                   | 99.2 | 294      | 75.6 |
| <b>First language</b>             |                       |      |          |      |                       |      |          |      |
| English                           | 638                   | 97.4 | 531      | 81.1 | 640                   | 97.4 | 468      | 71.2 |
| Other                             | 324                   | 98.5 | 276      | 83.9 | 325                   | 99.1 | 254      | 77.4 |
| <b>Economic status</b>            |                       |      |          |      |                       |      |          |      |
| Disadvantaged / FSM               | 429                   | 97.9 | 349      | 79.7 | 428                   | 97.9 | 310      | 70.9 |
| Not disadvantaged/<br>No FSM      | 526                   | 97.6 | 452      | 83.9 | 530                   | 98.5 | 405      | 75.3 |
| <b>Special cohort group</b>       |                       |      |          |      |                       |      |          |      |
| No                                | 919                   | 97.9 | 773      | 82.3 | 922                   | 98.5 | 690      | 73.7 |
| 'Looked after' child              | 4                     | 100  | 4        | 100  | 4                     | 100  | 2        | 50   |
| Other special group               | 23                    | 92   | 18       | 72   | 23                    | 92   | 19       | 76   |
| Traveller child                   | 4                     | 100  | 3        | 75   | 4                     | 100  | 3        | 75   |
| Asylum seeker or<br>refugee child | 3                     | 100  | 3        | 100  | 3                     | 100  | 3        | 100  |

**Note:** These children were in Reading Recovery during 2007-08 or 2008-09, and had discontinued programmes. They were in Year Six during 2012-13, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

**Note:** %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with discontinued programmes and Key Stage Two SATs results provided.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

In 2012-13, data collected for over 1,200 children at Key Stage Two National Assessment provide robust and consistent weight to the evidence that gains made in Reading Recovery are sustained through to age 11.

Almost every child who completed Reading Recovery (94% and 95%, respectively) achieved Level 3 or above in their Key Stage Two Reading and Writing National Assessments (Table 6.4). This includes both those children who achieved the programme aims as well as those who were referred for additional specialist support at the end of their lesson series. Given that Reading Recovery seeks specifically to address the difficulties of the children who fail to reach Level 3 at the end of Key Stage Two, this is a remarkable success.

The attainment gap between children in poverty and their peers had all but disappeared at Level 3, with just 1% separating them in both writing and reading. The gap was a little wider at Level 4, but still within eight percentage points for both reading and writing. For those children who achieved accelerated progress the gap between children in poverty and their more advantaged peers was even smaller at just 4% difference at Level 4 in both aspects.

The gender attainment gap was virtually closed for those children who had achieved the programme aims: 81% of boys and 83% of girls attained Level 4 or above in the Reading Assessment, consistent with the previous year's findings. In writing, 72% and 76% respectively achieved Level 4 or above. Even looking at all completed programmes, including those for children referred for additional support, the gender gap is only 3% for reading and 4% for writing at Level 4 or above.

Children who speak English as an additional language (EAL) were especially successful at attaining Level 4 or above in their Key Stage Two Writing Assessments, with 73% of those with completed programmes doing so, alongside 77% of children who achieved accelerated progress. They achieved marginally higher scores than their English-speaking counterparts on all other measures.

Clearly, gains made in Reading Recovery had been maintained. At this level, following Reading Recovery, it would appear that the effects of poverty and gender have been largely ameliorated.

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

Initial Professional Development (IPD) for Reading Recovery teachers is a one year, part time course, accredited by the Institute of Education and delivered locally. Over the course of the year, already experienced teachers gradually learn the complex techniques, fine grained observation and sound professional judgment required to accelerate the learning of the most difficult to teach children. During this time the teachers will be teaching children in Reading Recovery, concurrent with attending professional development sessions taught by a qualified teacher leader. After this initial year, Reading Recovery teachers attend Continuing Professional Development (CPD) under the support and guidance of their teacher leader, in order to maintain their accredited status, to fine-tune their practice and engage in high level professional investigations of teaching and learning.

### a) Experience

**Table 7.1 – Experience of Reading Recovery teachers: The UK and the Republic of Ireland, 2012-13.**

| Years of Experience           | Reading Recovery Teachers |             |
|-------------------------------|---------------------------|-------------|
|                               | Number                    | Percentage  |
| <b>In training year</b>       | <b>302</b>                | <b>18.4</b> |
| <b>Trained</b>                | <b>1,335</b>              | <b>81.6</b> |
| Trained in previous year      | 179                       | 10.9        |
| Trained 2-3 years ago         | 668                       | 40.8        |
| Trained 4-5 years ago         | 317                       | 19.4        |
| Trained more than 5 years ago | 171                       | 10.4        |
| <b>Total</b>                  | <b>1,637</b>              | <b>100</b>  |

**Note:** This table excludes teacher leaders and teacher leaders in training.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

There were 1,637 Reading Recovery teachers in 2012-13 (Table 7.1) which represents a decrease of around 200 teachers from the previous year. This is somewhat in contrast with the sharp decline in numbers in 2011-12, something which reflected the financial uncertainty for schools and local authorities/counties. It could, therefore, be tentatively claimed that provision for Reading Recovery is beginning to stabilise as funding streams and staffing become clearer.

There has been an upswing of 50% in the number of teachers being trained in Reading Recovery, compared with 2011-12, from 216 to 302. This represents 19% of the entire teacher force, in contrast to 12% in the previous year. This suggests a renewed confidence in schools to invest in Reading Recovery. In England, around one in 12 (8%) of the teacher cohort were in their training year, and one in five teachers (19%) were training in Ireland.

Experienced teachers accounted for more than four out of five of the Reading Recovery teachers, repeating the trend towards a more experienced work force that was evidenced in 2011-12. Over 70% trained two or more years ago, and the percentage of teachers who have been in the role for five years or longer, has also risen.

**Table 7.2 – Days taught and days missed by Reading Recovery teachers, sorted by teacher experience: The UK and the Republic of Ireland, 2012-13.**

| Training Status      | Total Number of Teachers | Days Taught |      | Days Missed |      |
|----------------------|--------------------------|-------------|------|-------------|------|
|                      |                          | Mean        | SD   | Mean        | SD   |
| Teachers in training | 302                      | 169.9       | 35.9 | 10.3        | 11.7 |
| Experienced teachers | 1,335                    | 161.4       | 37.9 | 15          | 23   |

**Note:** This table excludes teacher leaders and teacher leaders in training.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Experienced teachers missed slightly more lessons than teachers in their training year, although a wide standard deviation is evident suggesting varied individual differences (Table 7.2). However, there has been a small but steady year-on-year increase in the number of available lessons missed by experienced teachers since ring-fenced funding for schools in England was removed in 2010. This is a cause for concern.

### b) Teacher responsibilities

Trained Reading Recovery 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 Reading Recovery with class teaching are often able to demonstrate the application of Reading Recovery principles in the classroom. However, the demands made upon a Reading Recovery 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 Reading Recovery, can risk being marginalised, and their potential contribution to wider school standards can be lost.

**Table 7.3 – Days taught and days missed by Reading Recovery teachers, sorted by teacher role in school: The UK and the Republic of Ireland, 2012-13.**

| Teacher Role                 | Total Number of Teachers | Days Taught |      | Days Missed |      |
|------------------------------|--------------------------|-------------|------|-------------|------|
|                              |                          | Mean        | SD   | Mean        | SD   |
| RR teacher only              | 441                      | 171.8       | 31.1 | 8.7         | 17.7 |
| Class teacher and RR teacher | 153                      | 161.7       | 36.1 | 19.2        | 29.4 |
| RR teacher and support       | 926                      | 160.5       | 36.2 | 15          | 20.8 |
| Other                        | 117                      | 148.3       | 46.9 | 24.1        | 25.4 |

**Note:** This table excludes teacher leaders and teacher leaders in training.

**Note:** 'Other' teachers are those with additional responsibilities, such as deputy head teachers.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Almost three quarters (73%) of all teachers in Reading Recovery had responsibility for other forms of learning support in their schools or class teaching responsibilities (Table 7.3). This is a higher percentage than in the previous year and could serve to indicate that schools are using the expertise of the Reading Recovery teachers more widely to support the needs of young struggling literacy learners.

However, teachers whose sole responsibility was to deliver Reading Recovery missed fewer days teaching than those with other duties, albeit with fewer opportunities to teach compared with 2011-12. On average, nine teacher days over a week were lost from the lesson series for every child.

Those who combined Reading Recovery with class teaching were more than twice as likely to be drawn away from their daily teaching, missing 19 days, on average. This is likely to have had a detrimental effect on children's progress.



The 'other' group had the highest amount of lost lessons, amounting to almost 5 weeks of teaching time. Whilst a disparate grouping, many of these Reading Recovery teachers were also SENCOs or senior managers who were likely to have other calls on their time which interrupted their Reading Recovery teaching. Once again, it is highly likely that this will have had a detrimental effect on children's progress.

### c) 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 7.4 – Number of Reading Recovery lessons missed, sorted by reason for lesson missed and by programme outcome: The UK and the Republic of Ireland, 2012-13.**

| Programme Outcome            | Lessons Missed |                   |                |                     | Total   |
|------------------------------|----------------|-------------------|----------------|---------------------|---------|
|                              | Child Absent   | Child Unavailable | Teacher Absent | Teacher Unavailable |         |
| <b>All children</b>          |                |                   |                |                     |         |
| Number of lessons lost       | 54,488         | 29,131            | 24,704         | 54,739              | 163,062 |
| Average lessons per child    | 5.3            | 2.8               | 2.4            | 5.3                 | 13.3    |
| <i>Standard deviation</i>    | 5.5            | 2.8               | 3.8            | 6.5                 | 11.7    |
| <b>Discontinued children</b> |                |                   |                |                     |         |
| Number of lessons lost       | 39,736         | 21,757            | 18,749         | 41,753              | 121,995 |
| Average lessons per child    | 5.2            | 2.9               | 2.5            | 5.5                 | 16      |
| <i>Standard deviation</i>    | 5.4            | 2.8               | 3.9            | 6.7                 | 11.1    |
| <b>Referred children</b>     |                |                   |                |                     |         |
| Number of lessons lost       | 9,888          | 4,822             | 3,748          | 8,326               | 26,784  |
| Average lessons per child    | 6.9            | 3.4               | 2.6            | 5.8                 | 18.6    |
| <i>Standard deviation</i>    | 6.3            | 3                 | 3.8            | 6.3                 | 10.9    |

**Note:** This table excludes teacher leaders and teacher leaders in training, and the children taught by them.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

Almost three school weeks of teaching (13 days) was lost to children in Reading Recovery owing to a range of factors (Table 7.4). Child absence and teacher unavailability accounted for the largest numbers of days lost. Child absences were higher for children who were referred for further support following their Reading Recovery lessons. As already noted, these children had slightly longer in Reading Recovery than those who made accelerated progress (Table 2.3). Their absences could be a contributing factor both to programme length and to their inability to make accelerated progress.

Teachers were in school but unavailable to teach for an average of five days, consistent with the findings in 2011-12 (Table 7.4). However, in this reporting year, there was little difference between teacher availability for those children who made accelerated progress and those who were referred to school for additional support.

## d) Outcomes

**Table 7.5 – Number of pupils served and their programme length, sorted by teacher training status, and programme outcome: The UK and the Republic of Ireland, 2012-13.**

| Teacher Training Status/<br>Programme Outcome | Pupils Served |            | Weeks in Programme |     | Lessons in Programme |      |
|---|---------------|------------|--------------------|-----|----------------------|------|
|   | Number        | Percentage | Mean               | SD  | Mean                 | SD   |
| <b>Teachers in training</b>                   |               |            |                    |     |                      |      |
| Discontinued                                  | 1,333         | 87.4       | 18                 | 5.2 | 69.2                 | 20.6 |
| Referred                                      | 193           | 12.6       | 19.7               | 5.1 | 75.1                 | 20.2 |
| <b>Experienced teachers</b>                   |               |            |                    |     |                      |      |
| Discontinued                                  | 6,296         | 83.4       | 17.8               | 4.7 | 71.1                 | 19.2 |
| Referred                                      | 1,249         | 16.6       | 19.1               | 4.4 | 75.2                 | 18.9 |

**Note:** This table excludes teacher leaders and teacher leaders in training, and the children taught by them.

**Source:** European Centre for Reading Recovery: Annual Data Collection, 2012-13.

For a second year, teachers in training were able to lift slightly more children on average to age-appropriate levels of literacy than their more-experienced colleagues (87% and 83% respectively: Table 7.5).

There was very little difference between the efficiency of experienced teachers and teachers in training in relation to the number of weeks and lessons taught. Children who achieved age-related expectations did so in around 18 weeks or 71 lessons, representing on average, 35 and a half hours of teaching.

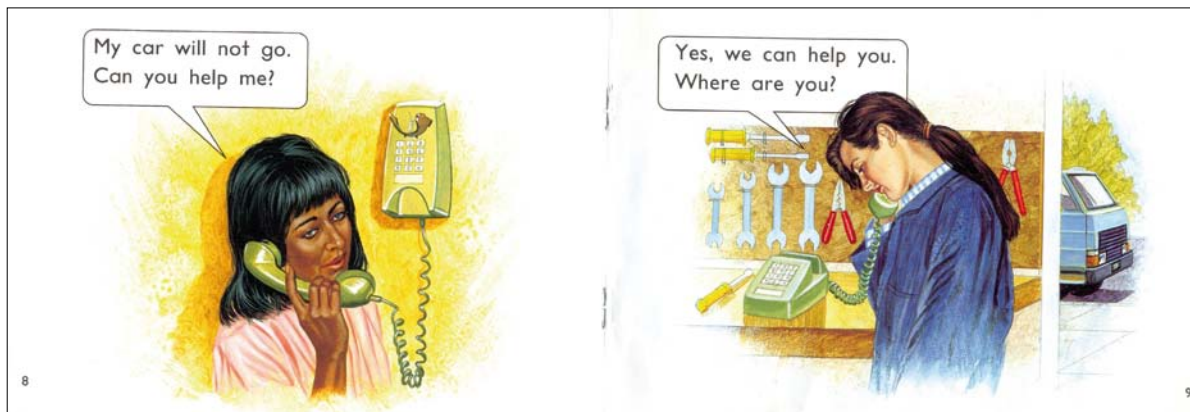
Children referred for further support were, appropriately, given slightly longer (one extra week on average by experienced teachers, almost two extra weeks by teachers in training) in Reading Recovery, although in that time they were more likely to have missed lessons (Table 7.4).

## Appendix A: Progress in Reading Recovery

### Typical text at Reading Recovery level one



### Typical text at Reading Recovery level 10



### Typical text at Reading Recovery level 17

