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Reading Recovery™ Annual Report for the United Kingdom and Ireland: 2009-10

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Executive summary

Headlines 2009-10

- The year 2009-10 saw the Reading Recovery implementation across the UK and Ireland increase in size by almost 50%. More than five sixths of the cohort were in England and around one in seven were in the Republic of Ireland.
- In spite of rapid expansion, more than four in five children (80%), who completed Reading Recovery were lifted to age appropriate levels of literacy. This is consistent with 2008-09, thus demonstrating that even in the face of factors which were outside teacher control (i.e. swine flu, school closures due to snowfall, and travel difficulties after the Easter break due to volcanic activity), the quality of the implementation was maintained.
- Poor children were two and a half times more likely than their peers to be the lowest attaining, and thus identified for Reading Recovery: 18% of children are in poverty, but these children made up 48% of the cohort in 2009-10.
- After Reading Recovery though, the achievement gap for poor children almost closed, with four out of five children in poverty (79%) reaching age related expectations for literacy, alongside 80% of their economically more advantaged peers.
- 1991 children were removed from the SEN register following Reading Recovery and 566 were recommended for formal assessment (allocated resource hours – Ireland).
- Four out of five children (84%), who achieved accelerated progress in Reading Recovery, attained National Curriculum Level Two or above in reading.
- Two out of three children (67%), who achieved accelerated progress in Reading Recovery, attained National Curriculum Level Two or above in writing.
- Seven out of ten children (69%) received Reading Recovery in their first year of formal schooling (aged five to six). 61% of those who were older had started their programme in the previous school year and had been carried over into Year Two/ First Class (aged six to seven), or Year Three/ Second Class (aged seven to eight) in 78 cases.
- Around one in four children (26%) were part way through their programme at the end of summer term 2010, and thus will complete in the new school year.
- It took less than 19 weeks for children to be raised to age appropriate levels of literacy. This reflected a reduction in programme length of almost one week, compared with 2008-09, and thus indicates improved efficiency.
- Children who were hard to accelerate were given longer to recover, on average one and a half weeks longer, bringing their average programme length to just under 20 and a half weeks.

-
- Children who did not achieve the goals of the programme tend to have missed more lessons, on average four more, than those who achieved accelerated progress.
 - Experienced teachers (60% of the cohort) were able to solve the problems of a higher proportion of children than those learning to teach Reading Recovery for the first time; 81% of their children who completed were discontinued, in comparison with 78% served by teachers in training.
 - 40% of the cohort of teachers was in training during 2009-10, and many teacher leaders (30% of the network) were new in the field, which may have had an effect on outcomes.

Introduction

Reading Recovery™ is a short-term intervention for children who have the lowest attainment in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

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

The key to the successful implementation of Reading Recovery is in the model of training. Three levels of professional staffing provide a stable training structure: university based trainers who train and support teacher leaders; local level teacher leaders working at authority or district level, who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

The initial Reading Recovery teacher training course 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 develop skill in making moment-by-moment analyses that inform teaching decisions.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions. They continue to teach for their colleagues and to examine 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.

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

This report represents an examination of Reading Recovery pupil outcomes for UK and Ireland. The report accounts for all children served by Reading Recovery within the site during the 2009-10 school year. In addition, attention is given to implementation factors

that may be supporting or hindering the success of the intervention within the site. This report responds to a need to be accountable for all educational programmes available to children within the authority or district.

The information was collected as a part of the European Centre for Reading Recovery Annual Monitoring procedure. Further information about Reading Recovery is available from the Reading Recovery national trainer/ coordinator team by visiting <http://readingrecovery.ioe.ac.uk> or by emailing readrec@ioe.ac.uk.

Questions for evaluation

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

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

Table 1.1 - Size of the Reading Recovery implementation across the regions of the UK and Ireland in 2009-10.

	Children served	All teachers	Teachers in training	% of teachers in training
Entire implementation	17528	2141	863	40
England	14961	1751	754	43
Northern Ireland	5	1	0	0
Republic of Ireland	2430	375	109	29
Wales	132	14	0	0

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Table 1.2 - Number of children served by Reading Recovery across the regions of the UK and Ireland 2004-5 to 2009-10.

	2009-10	2008-9	2007-8	2006-7	2005-6	2004-5
Entire implementation	17528	11969	7738	5341	4767	5372
England	14961	9610	5276	2893	1796	1719
Northern Ireland	5	13	625	1023	1603	2707
Republic of Ireland	2430	2176	1628	1062	784	512
Wales	132	170	202	275	251	289

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2004-05; 2005-06; 2006-07; 2007-08; 2008-09; 2009-10

Over seventeen and a half thousand children were served by Reading Recovery in 2009-10 (Table 1.1) taught by more than two thousand teachers. This was an increase in children of almost 50%, compared with 2008-09 (Table 1.2). Over five sixths of the cohort was in England, and around one in seven were in the Republic of Ireland.

The rapid expansion in England was evident in the very high proportion of teachers in training here; over 87% of the total number of teachers in training during 2009-10. The number of children served in England had increased by more than half compared with 2008-9, due to the expansion of the funded Every Child a Reader (ECaR) project.

The Republic of Ireland also saw a large proportional increase (by 12%) in the number of children served compared with 2008-09, continuing the rapid expansion there. In Northern Ireland only five children were served, as funding difficulties continue. Wales also experienced funding difficulties, but still managed to serve 132 children, a one fifth decline on the previous year.

Table 1.3 - Reading Recovery implementation information: UK and Ireland, 2009-10.

Number of authorities/ districts served:	159
Number of schools served:	1966
Number of teacher leaders:	
Trained:	76
In-Training:	24
Number of teachers:	
Trained:	1278
In-Training:	863

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Reading Recovery is now widespread across the UK and Ireland, serving as it does around 160 authorities/ districts, and just under 2000 schools (Table 1.3).

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 1.4 shows the number of children supported by the Reading Recovery teacher through Reading Recovery or other interventions.

Table 1.4 - Number of children served: UK and Ireland, 2009-10.

Programme/Intervention name	Number of children served
Reading Recovery	17528
Special	26
Better Reading Partnership	4648
Fischer Family Trust	843
Talking Partners	311
Early Literacy Support	842
Other	1560
Total	25758

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Year group

Children are normally identified and selected for Reading Recovery between the ages of five years nine months and six years three months, after a full year of formal tuition at school. Local conditions, e.g. admission policies or national assessments, may influence the targeting of resources towards the first or second year (after reception) and account is taken of date of birth to ensure that summer born children are not excluded.

Gender

Children are selected for Reading Recovery based on literacy levels. Nationally, more boys than girls are identified for Reading Recovery. This suggests that factors which affect boys' literacy, causing them to be more likely to get into difficulties, emerge early and continue to exist in spite of improvements in literacy teaching in schools.

Ethnicity

Children identified for Reading Recovery are the lowest attaining in their year group. Concerns have been expressed nationally about underachievement of children in some ethnic groups and how to address this.

First language

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

Economic disadvantage

Although a crude measure, entitlement to free school meals offers an indicator of economic deprivation. Research has shown persistent links between economic deprivation and literacy difficulties. In the general population, approximately 18% of children are entitled to free school meals. In areas where free school meals are not available, other measures are used locally to determine economic disadvantage.

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).

Reading Recovery in the UK and Ireland is targeted primarily towards children in their first year of formal schooling (after reception/ foundation stage), and in 2009-10, nearly seven out of every 10 children (69%) identified for Reading Recovery were in this category (Table 1.5). Three in 10 (30%) were in their second year, but of these over 60% started their series of lessons in the previous year.

2009-10 saw a substantial reduction in unknown or incomplete data sets, a positive shift and something which reflects an ongoing and consistent improvement in data collection and entry. The make-up of the cohort remained very consistent in 2009-10 compared with previous years; for instance, boys and children from 'any Other White' background (includes White British and White Irish) continued to be overrepresented among the lowest attaining children identified for Reading Recovery (60% and 65% of the cohort, respectively, compared with 60% and 64% respectively in 2008-09).

Poor children were two and a half times more likely than their peers to be the lowest attaining, and thus identified for Reading Recovery: 18% of children are in poverty, but these children made up 48% of the cohort

The proportion of children from ethnic minority backgrounds (33%) also remained static in 2009-10. However, there were notable changes within this section of the cohort; for instance, the number of children from Pakistani, Eastern European and Chinese backgrounds each rose by around 50%, whilst the number from White and Asian backgrounds almost doubled. Even so, just under one in four (23%) of the children who received Reading Recovery in 2009-10, were learning English as an additional language, a small decrease on the previous year.

The proportion of vulnerable children, considered at particularly high risk of educational difficulties (e.g. 'looked after' children), remained small overall at 5%, but there were almost 950 children in all, compared with fewer than 700 in the previous year. This is an increase of over 35%. There was a slight increase in the proportion of 'other special group' children served (2%), but a reduction in the percentage of asylum seeker or refugee children (1%).

Table 1.5 - Characteristics of children participating in Reading Recovery at entry to the programme, by programme completion: UK and Ireland, 2009-10.

Description	All Programmes		Completed Programmes	
	Number	Percent (%)	Number	Percent (%)
Year Group				
Age 5-6	12112	69.1	6906	58.1
Age 6-7	5317	30.3	4909	41.3
Age 7-8	78	0.4	69	0.6
Programme Started				
This year	14021	80	8730	73.4
Last year	3355	19.1	3131	26.3
Not known	152	0.9	35	0.3
Gender				
Boys	10506	59.9	7141	60
Girls	7018	40	4751	39.9
Not known	4	0	4	0
Ethnicity				
Eastern European	679	3.9	441	3.7
Any Other White background	11422	65.2	7726	64.9
White and Black Caribbean	362	2.1	252	2.1
White and Black African	98	0.6	66	0.6
White and Asian	129	0.7	90	0.8
Any Other Mixed background	259	1.5	173	1.5
Indian	323	1.8	227	1.9
Pakistani	1136	6.5	815	6.9
Bangladeshi	555	3.2	386	3.2
Any Other Asian background	302	1.7	203	1.7
Caribbean	447	2.6	298	2.5
African	801	4.6	574	4.8
Any Other Black background	254	1.4	164	1.4
Chinese	40	0.2	27	0.2
Japanese	1	0	1	0
Other	317	1.8	199	1.7
Not Appropriate / Unknown	403	2.3	254	2.1
First Language				
English	13472	76.9	9131	76.8
Not English	4044	23.1	2762	23.2
Not known	12	0.1	3	0
Economic Disadvantage				
Disadvantaged	8448	48.2	5602	47.1
Not Disadvantaged	8664	49.4	6012	50.5
Not Appropriate / Unknown	416	2.4	282	2.4
Special Cohort Group				
No	16336	93.2	11107	93.4
'Looked after' child	218	1.2	140	1.2
Traveller child	251	1.4	146	1.2
Asylum seeker or refugee child	105	0.6	65	0.5
Other special group	364	2.1	253	2.1
Not Appropriate / Unknown	254	1.4	185	1.6

NOTE: "All Programmes" includes every child served by Reading Recovery in 2009-10. "Completed Programmes" are only those children whose programmes were actually completed during 2009-10

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

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

Length of programmes

Reading Recovery is a short term intervention, and there is an imperative for teachers to work briskly. There is no prescribed length to children's programmes; teachers tend to take a little longer to achieve their goals during the year of training and children who start with very little in place may take longer to get under way.

Table 2.1 - Weeks and lessons of children completing Reading Recovery programmes, by programme outcome: UK and Ireland, 2009-10.

Outcome/Time	Total Pupils	Mean	SD	Minimum	Maximum
Accelerated progress (discontinued)					
Weeks	9391	18.8	4.8	4	35
Lessons	9386	75.6	19.8	14	170
Lost lessons	9382	18.6	11.9	-44	124
Progress (referred)					
Weeks	2318	20.4	4.4	4	35
Lessons	2315	79.2	18.7	9	150
Lost lessons	2314	22.9	13	-14	96

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

NOTE: This table excludes children taught by teacher leaders

NOTE: Differences in the number of children recorded occur where a teacher fails to enter a piece of data for a child.

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10.

Children achieved the goals of the programme, progressing from being the lowest attaining children to age appropriate levels of literacy, in a relatively short time, on average just under 19 weeks or 76 lessons, representing on average around 38 hours of teaching (Table 2.1). This reflected a decrease in average programme length of almost one week, or four lessons, since 2008-09. There was also a minor decrease in the average number of lost lessons.

Children who did not achieve accelerated learning were given around a week and a half longer, but that constituted an average of only three more lessons. These children missed more lessons than those who achieved the goals of the programme, which could be a contributing factor to them not achieving accelerated progress.

It is a matter of concern if any child is referred after a very short series of lessons but this is rare. In fact, only 43 children were referred after fewer than 10 weeks.

Outcomes

There were five possible outcomes for children who received Reading Recovery: -

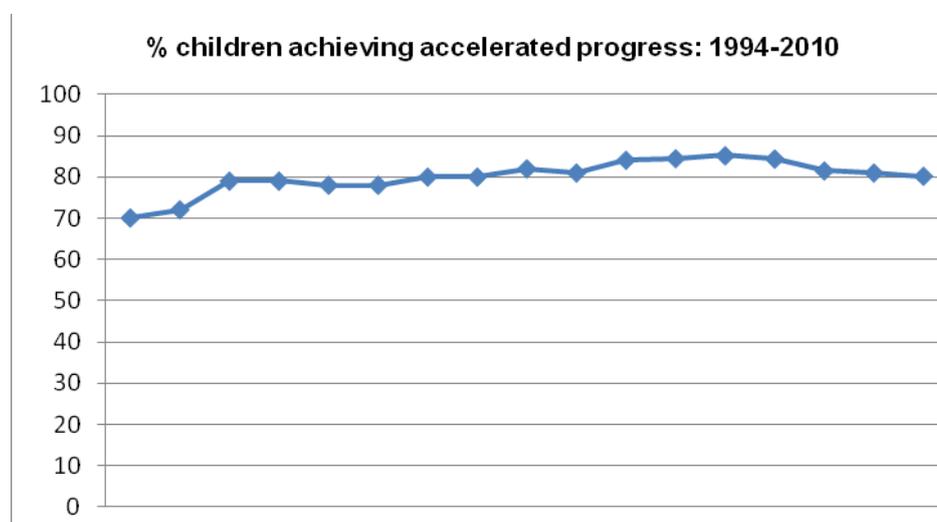
1. Accelerated Progress (Discontinued): These children have made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.
2. Progress (Referred): The children have made progress, but have not reached the average band in literacy and will continue to need additional support.
3. Ongoing: These children started the programme late in the school year, and have not yet completed it, but will do so in the new school year.
4. Left: These children left the school part way through their programme.
5. Incomplete: These children were part way through their series of lessons when the programme had to be suspended, e.g. because of withdrawal of funding.

Table 2.2 - Programme outcomes for children receiving Reading Recovery, by programme completion: UK and Ireland, 2009-10.

Outcome	All Programmes		Completed Programmes	
	Number	Percent (%)	Number	Percent (%)
Accelerated progress (discontinued)	9541	54.4	9541	80.2
Progress (referred)	2355	13.4	2355	19.8
Ongoing	4549	26		
Incomplete	629	3.6		
Left	449	2.6		
Not known	5	0		

NOTE: "All Programmes" includes every child entering Reading Recovery in 2009-10. "Completed Programmes" are only those children whose programmes were actually completed during 2009-10. SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10.

Figure 2.1 - Proportion of children with completed programmes achieving accelerated progress, since national monitoring began: UK and Ireland, 1994-2010.



Of those children who completed Reading Recovery in 2009-10, more than four in five (80%) achieved accelerated learning, reaching independent levels of literacy within the available time (Table 2.2). Given that these were the lowest attaining children, with high levels of disadvantage, and that the criteria for success in Reading Recovery are very demanding (see Section 3, below) this was a tremendous achievement and testament to the efforts of both teachers and children. This result is consistent with the high outcomes achieved since the introduction of Reading Recovery and reflects a maintenance of high standards in recent years (in 2008, 82% made accelerated progress; in 2009, 81% did). There has been a slight decline in the percentage of children achieving accelerated learning this year (Figure 2.1), but it is likely that this is due to the high proportion of teachers in the cohort who were in training during the year (40%), as well as the large number of new teacher leaders (23 in total, or 30% of the network). Furthermore, 2009-10 saw some exceptional external factors (swine flu, school closures due to snowfall, and travel difficulties after the Easter break due to volcanic activity), which may have affected outcomes.

Disaggregated outcomes

Table 2.3 - Characteristics of children completing Reading Recovery programmes, by programme outcome: UK and Ireland, 2009-10.

Characteristic	Accelerated Progress (Discontinued)		Made Progress (Referred)	
	Number	Percent (%)	Number	Percent (%)
Year Group				
Age 5-6	5622	81.4	1284	18.6
Age 6-7	3853	78.5	1056	21.5
Age 7-8	58	84.1	11	15.9
Programme Started				
This year	7122	81.6	1608	18.4
Last year	2392	76.4	739	23.6
Not known	27	77.1	8	22.9
Gender				
Boys	5631	78.9	1510	21.1
Girls	3906	82.2	845	17.8
Not known	4	100	0	0
Ethnicity				
Eastern European	369	83.7	72	16.3
Any Other White background	6080	78.7	1646	21.3
White and Black Caribbean	200	79.4	52	20.6
White and Black African	49	74.2	17	25.8
White and Asian	72	80	18	20
Any Other Mixed background	140	80.9	33	19.1
Indian	199	87.7	28	12.3
Pakistani	675	82.8	140	17.2
Bangladeshi	313	81.1	73	18.9
Any Other Asian background	173	85.2	30	14.8
Caribbean	252	84.6	46	15.4
African	502	87.5	72	12.5
Any Other Black background	133	81.1	31	18.9
Chinese	24	88.9	3	11.1
Japanese	1	100	0	0
Other	162	81.4	37	18.6
Not Appropriate / Unknown	197	77.6	57	22.4
First Language				
English	7249	79.4	1882	20.6
Not English	2290	82.9	472	17.1
Not known	2	66.7	1	33.3
Economic Disadvantage				
Disadvantaged	4649	79.4	1207	20.6
Not Disadvantaged	4870	81	1142	19
Not Appropriate / Unknown	22	78.6	6	21.4
Special Cohort Group				
No	8931	80.4	2176	19.6
'Looked after' child	99	70.7	41	29.3
Traveller child	106	72.6	40	27.4
Asylum seeker or refugee child	59	90.8	6	9.2
Other special group	186	73.5	67	26.5
Not Appropriate / Unknown	160	86.5	25	13.5

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10.

In 2009-10, the achievement gap for poor children was almost closed, with 79% attaining age appropriate levels of literacy, alongside 81% of their economically more advantaged peers (Table 2.3).

Although boys were twice as likely as girls to be among the lowest attaining literacy learners after one year in school, the gap between the genders had been considerably narrowed by the end of their Reading Recovery programmes: 79% of boys, alongside 82% of girls, were lifted to national expectations for literacy.

Children whose first language was not English were actually rather more successful than their English first language peers (83% and 79% discontinuing respectively). This clearly indicates that EAL is not a barrier to success in Reading Recovery.

Children from ethnic minority groups also achieved slightly higher levels of success than those from 'any Other White' background, with 84% and 79% respectively, achieving age appropriate levels of literacy. There was more notable variation between ethnic groups, but even those who struggled most, such as the White and Black African children, saw nearly three in four (74%) achieving age appropriate literacy levels. This demonstrates that Reading Recovery is an effective intervention for children of all ethnicities, as well as languages.

Fifty nine of the 65 asylum seeker or refugee children (91%) who had completed their series of lessons by the end of the year, achieved accelerated learning, as did 186 of the 253 'other special group' children (74%). Only 58% of traveller children completed their programme in 2009-10 (Table 1.3), which is probably due to their high levels of social mobility; they are likely to leave school before the end of their programme. However, of those who did complete the programme within the year, three in four (73%) did so with accelerated progress (Table 2.3). The challenge then is to, where possible, complete traveller child programmes before they move on or, where not possible, ensure their programmes are picked up and completed in their new schools.

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

Children selected for Reading Recovery are the lowest achieving in their class on six measures of early literacy which together comprise the *Observation Survey* (Clay, 2002). These measures are Book Level (captured by running record of text reading), Letter Identification, Concepts about Print, Word Reading Test, Writing Vocabulary and Hearing and Recording Sounds in Words. In addition, the British Abilities Scale Word Reading assessment is administered to provide an external standardised assessment. The programme is discontinued when children are judged to have an efficient reading and writing process in place, and to be operating within the average band for their class and age. Children who do not achieve the accelerated progress required for the programme to be discontinued, are referred back to the school for longer-term support.

Average scores at entry and exit

Table 3.1 - Scores on *Observation Survey* tasks of children with completed Reading Recovery programmes, at entry to and exit from the programme: UK and Ireland, 2009-10.

Assessment Point	Total Pupils	Book Level (0 - 26)		Letter ID (0 - 54)		CAP (0 - 24)		Word Test (0 - 15)		Writing Vocab. (no max.)		HRSIW (0 - 37)		BAS Reading Age Mean
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Entry	11888	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
At discontinuing (accelerated progress)	9531	17.3	2.2	52.6	3.4	19.8	2.7	21.5	2.3	41.3	15.4	35.1	2.8	6:10
At referral (progress)	2344	9.5	3.8	48.4	7.3	16.1	3.5	15.5	5.5	23.5	12.3	29	7.5	5:10
All completed programmes	11875	15.8	4.1	51.8	4.7	19.1	3.2	20.3	4	37.8	16.4	33.9	4.8	6:7

NOTE: "CAP" is the Concepts about Print task.

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

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Children who were identified for Reading Recovery had made very little progress in literacy prior to the intervention, compared with readers and writers of the same age (Table 3.1). On the British Abilities Scales measure of reading age they averaged four years 10 months, the lowest possible reading age score on that measure, effectively non-readers after one or even two full years of formal literacy teaching. Figure 3.1 also demonstrates this, as it shows that almost nine out of ten children in the cohort (86%) were below Reading Recovery book level 3 at programme entry. It also shows that the proportion of children entering Reading Recovery who were unable to read any published text has increased to 41%, compared with 37% in 2006.

Figure 3.1 - Book Level on entry to Reading Recovery for children with completed programme outcomes: UK and Ireland, 2009-10.

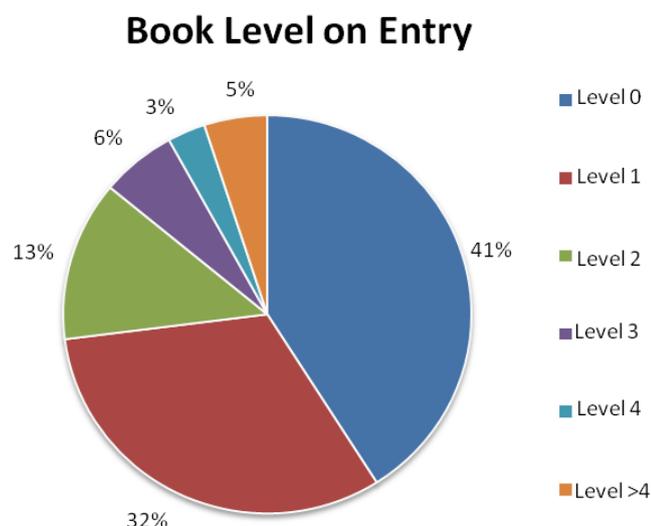


Table 3.2 - Changes in average attainment in literacy prior to Reading Recovery in recent years: UK and Ireland, 1994-2010.

Year	Total Pupils	Book Level (0 - 26)		Letter ID (0 - 54)		CAP (0 - 24)		Word Test (0 - 15)		Writing Vocab. (no max.)		HRSIW (0 - 37)		BAS Reading Age Mean
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
1994	4694	1.2	1.6	29	15.6	10.1	3.7	1.9	2.4*	5.5	5.4	9.5	8.5	n/a
1997	5303	1.4	1.8	34.8	14.4	11.4	3.7	3.6	3.1†	8.2	7.6	13.0	9.5	n/a
2000	4989	1.5	2	38.4	13.2	12.5	3.7	4.8	3.5‡	10.3	9.1	15.5	9.9	n/a
2003	5008	1.6	2.1	40.3	12.3	12.7	3.7	5.3	3.6‡	11.7	10	17.5	10.2	n/a
2007	3671	1.5	2.1	40.2	13.2	11.9	4	7	5.9‡	10.8	10.2	17.9	10.3	4:10
2008	5127	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	7662	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	11888	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

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

*‡ Using Duncan word reading *Clay word reading, + Canberra word reading*

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 1993-94; 1996-97; 1999-2000; 2002-03; 2006-07; 2007-08; 2008-09; 2009-10

Entry level attainment scores of children identified for Reading Recovery provide some insight into the classroom experience of the lowest attaining children. Table 3.2 demonstrates that letter identification and hearing and recording sounds in words scores have increased, whereas book level and concepts about print scores have decreased in recent years.

Once children started Reading Recovery, they made considerable progress on all measures (Table 3.1) with those children who achieved accelerated progress (80% of completed programmes) reaching an average reading age of six years 10 months. This represented a gain of 24 months during the four or five months of their series of lessons, about five times the normal rate of progress. They also gained, on average, 16 text levels (see Appendix A for an example of a level 17 text).

Children who did not make accelerated progress (20% of completed programmes) nevertheless made progress, achieving an average reading age of five years 10 months, a gain of 12 months, which is two to three times the normal rate of progress and is consistent with the average reading age at referral in 2008-09. They progressed, on average, eight text levels (see Appendix A for an example of a level eight text), and so could no longer be considered non-readers.

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

After the completion of their programme, children are carefully monitored as they adjust to the withdrawal of daily intensive support. Some children may find their progress temporarily checked as they make this adjustment.

Accelerated progress (discontinued)

Table 4.1 - Follow-up scores on *Observation Survey* tasks of children with discontinued Reading Recovery programmes: UK and Ireland, 2009-10.

Assessment Point	Total Pupils	Book Level (0 - 26)		Writing Vocab. (no max.)		BAS Reading Age
		Mean	SD	Mean	SD	Mean
At discontinuing	9496	17.3	2.2	41.3	15.3	6:10
3 month follow-up	4986	19	3	47.3	17.7	7:1
6 month follow-up	1823	20.8	3.3	54.1	20.1	7:4

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

NB: This group includes children, who completed their Reading Recovery lessons between February and June 2010 and for whom follow-up monitoring was available, but excludes children, who completed Reading Recovery in April to June 2010 and for whom follow up data is not yet available.

In the six months following the end of their series of lessons, without further individual teaching, children who had achieved the goals of Reading Recovery (80% of completed programmes) not only maintained the gains they had made during their lessons, but continued to make steady progress, gaining six months in reading age in six months (Table 4.1). The three and six month follow-up writing vocabulary scores for these children were slightly lower than in 2008-09, but they still demonstrate that pupils continue to progress post-programme, despite the removal of one-to-one teaching. These were children who, prior to Reading Recovery, had made very little progress in literacy, so the evidence suggests that they have now acquired independent strategies for reading and writing.

Progress (referred)

Table 4.2 - Follow-up scores on *Observation Survey* tasks of children referred after Reading Recovery programmes: UK and Ireland, 2009-10.

Assessment Point	Total Pupils	Book Level (0 - 26)		Writing Vocab. (no max.)		BAS Reading Age
		Mean	SD	Mean	SD	Mean
At referral	3202	9.5	3.8	23.5	12.6	5:10
3 month follow-up	1964	9.8	4.4	27.6	14.1	6:1
6 month follow-up	1202	11	5.1	32.1	16.1	6:4

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

NB: This group includes children, who completed their Reading Recovery lessons between February and June 2010 and for whom follow up monitoring was available, but excludes children, who completed Reading Recovery in April to June 2010 and for whom follow up data is not yet available.

Children who had not achieved the accelerated progress, which is the goal of the intervention, still made further progress in the six months following the end of their individual lessons, gaining six months in reading age (Table 4.2). The follow-up scores are largely consistent with those attained in 2008-09, although the reading age at three month follow-up was three month's higher this year (6:1, compared with 5:10 in 2008-09). Follow-up measures then, suggest that children learn key literacy techniques during Reading Recovery, which enable them to continue to progress at a normal rate post-programme.

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

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

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

The child's placement on a continuum of Special Educational Need (SEN) 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.

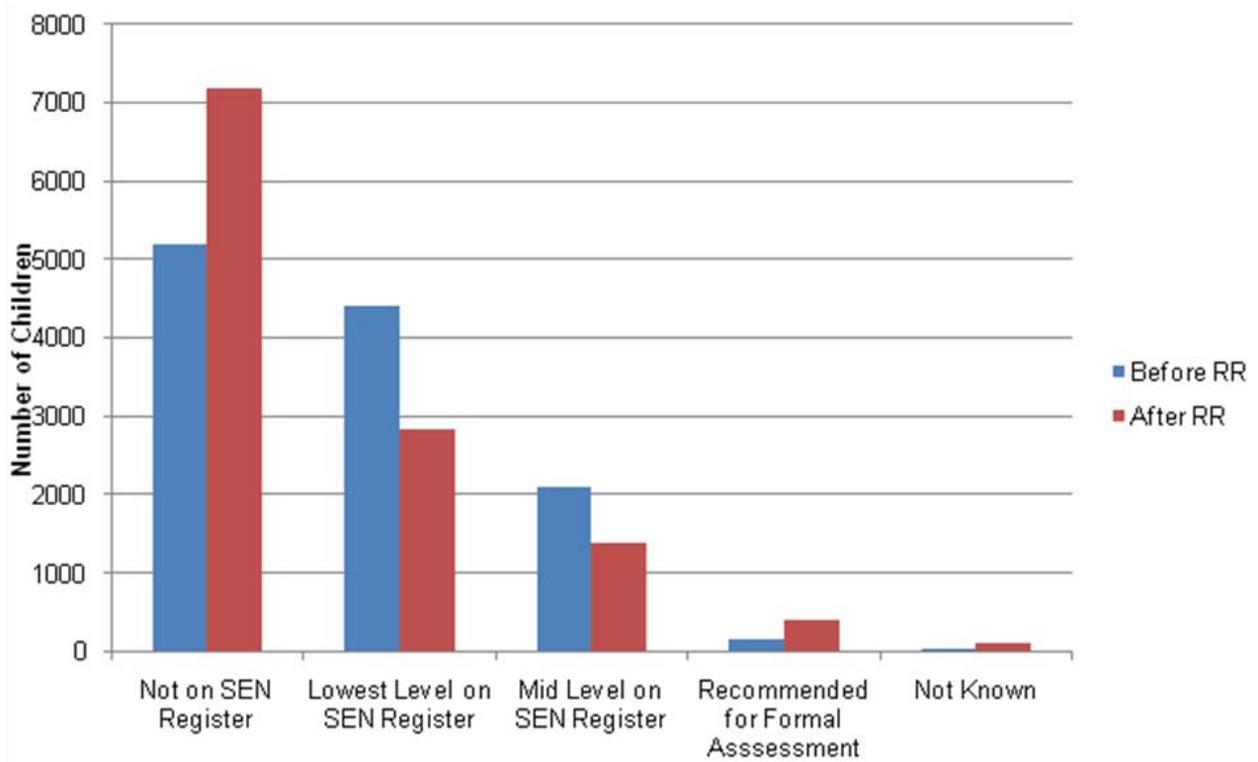
Table 5.1 - Statement of Special Educational Need (SEN) for children with completed Reading Recovery programmes: UK and Ireland, 2009-10.

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
All Programmes											
Before RR	11896	5195	43.7	4414	37.1	2097	17.6	161	1.4	29	0.2
After RR	11896	7186	60.4	2808	23.6	1392	11.7	405	3.4	105	0.9
Accelerated Progress											
Before RR	9541	4583	48	3406	35.7	1445	15.1	87	0.9	20	0.2
After RR	9541	6761	70.9	1945	20.4	629	6.6	125	1.3	81	0.8
Progress (Referred)											
Before RR	2355	612	26	1008	42.8	652	27.7	74	3.1	9	0.4
After RR	2355	425	18	863	36.6	763	32.4	280	11.9	24	1

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Following Reading Recovery, almost 2000 children, or 17% of those who completed the programme, were removed from the register of special educational needs; it was determined that they did not have special educational needs (Table 5.1). This was a substantial increase on the previous year (779). The number of children who, at the start of their programmes, were recorded as on the lowest and mid levels of the SEN register decreased substantially post-programme, whereas the number who were recommended for formal assessment rose. This suggests that a successful Reading Recovery implementation can both significantly reduce the number of children registered as having special educational needs, and efficiently identify those in need of specialist support at an early stage in their learning. These findings are visually evident in Figure 5.1.

Figure 5.1 - Statement of Special Educational Need (SEN) for children with completed Reading Recovery programmes: UK and Ireland, 2009-10.



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

Children in England and Jersey undergo continuing teacher assessment in 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 two. Children identified for Reading Recovery are the lowest achieving in their classes, and would be predicted to reach Level one or below, without the intervention.

Table 6.1 - Key Stage One outcomes of National Assessments for Reading Recovery children, by programme outcome: UK only, 2009-10.

Programme Outcome/ National Assessment Level	Key Stage One Reading		Key Stage One Writing	
	number	percent	number	percent
Accelerated progress (discontinued)				
Below Level 1	3	0.1	39	0.9
1	719	16.4	1411	32.3
2c	1332	30.4	1747	40
2b	1631	37.2	963	22
2a	594	13.6	190	4.3
3	100	2.3	20	0.5
All completed programmes				
Below Level 1	92	1.6	233	4.1
1	1587	28.1	2249	40
2c	1562	27.7	1937	34.4
2b	1694	30	997	17.7
2a	606	10.7	193	3.4
3	100	1.8	20	0.4

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: 2009-10

The 2009-10 data shows that more than four in five (84%) of the children who achieved the goals of Reading Recovery (made accelerated progress), attained Level two or above in their Key Stage One National Assessments for reading, while two in three of these same children (67%) achieved Level two or higher in the writing assessment (Table 6.1). Reading Recovery children are the lowest achievers in their classes, predicted to attain no higher than Level one in their Key Stage One National Assessments. So, the data clearly indicates that these children performed above expectation, thus supports the effectiveness of Reading Recovery as an early years' literacy intervention. It was not just children who made accelerated progress who performed highly; 70% of all children who completed the programme (discontinued *and* referred) attained Level Two or above in their Key Stage One Reading National Assessments and 56% achieved the same in the writing assessment. The results are shown visually in Figures 6.1 and 6.2.

Figure 6.1 - Key Stage One outcomes of National Assessments in reading, for Reading Recovery children with completed programmes: UK only, 2009-10.

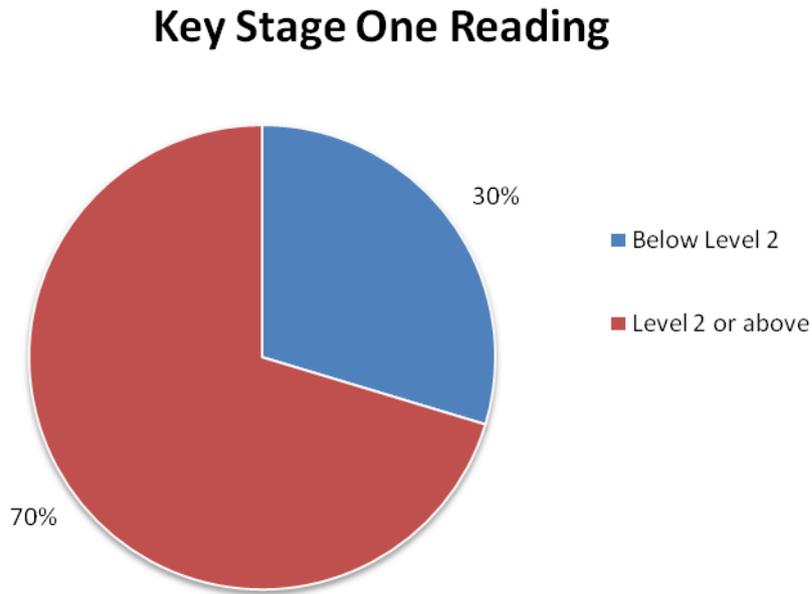
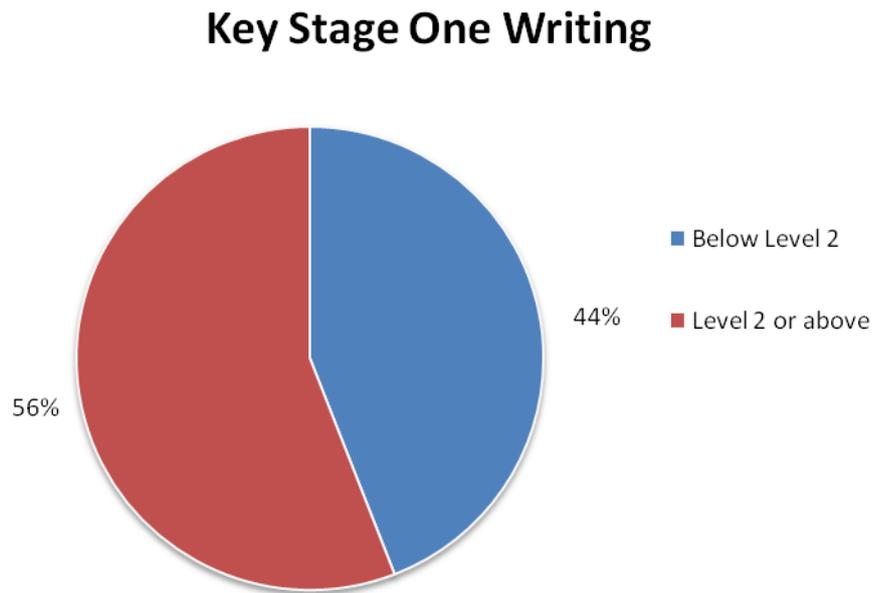


Figure 6.2 - Key Stage One outcomes of National Assessments in writing, for Reading Recovery children with completed programmes: UK only, 2009-10.



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

The training course for Reading Recovery teachers is one year long and is part time professional development. Over the year, already experienced teachers gradually learn the complex techniques, fine grained observation and sound professional judgement required to accelerate the learning of the most difficult to teach children.

Experience

Table 7.1 - Experience of Reading Recovery teachers: UK and Ireland, 2009-10.

Years of experience	Number	Percent (%)
In training this year	863	40.3
2-3 years after training	854	39.9
4-5 years after training	209	9.8
More than five years	215	10

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Around two in five teachers (40%) were in training during the data year 2009-10, and thus were still learning how to make Reading Recovery work with the children featured in this report (Table 7.1). This is somewhat fewer than in 2009 (45%). In contrast, one in five (20%) had been teaching in Reading Recovery for some considerable time (four years or more), a noticeable increase on 2009 (13%). Such data indicates a small shift towards an established corpus of experienced teachers.

Outcomes

Table 7.2 - Pupils served and programme lengths, by teacher training status: UK and Ireland, 2009-10.

Teacher training status/ Programme outcome	Pupils Served		Programme Length	
	Number	Percent (%)	Mean	SD
Teachers in training				
Accelerated progress (discontinued)	3250	78.2	19.4	5.2
Progress (referred)	905	21.8	20.6	4.8
Experienced teachers				
Accelerated progress (discontinued)	6291	81.3	18.7	4.7
Progress (referred)	1450	18.7	20.4	4.2

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

In 2009-10, teachers served on average eight Reading Recovery children. Experienced teachers completed programmes for, on average, six children (Table 7.2), 81% of whom discontinued, whereas teachers in training completed programmes for slightly fewer children, averaging between four and five each, with 78% discontinuing. Children taught by more experienced Reading Recovery teachers discontinued after an average of 18 and a half weeks, whilst those taught by teachers in training took, on average, one week longer (19 and a half weeks). The data also indicates that teacher leaders have improved *their* efficiency in 2010, as they enabled teachers in training to reduce the programme lengths for both their discontinued and referred children by one and a half weeks, and two weeks respectively (19 and a half weeks and 20 and a half weeks respectively in 2009-10, compared with 21 and 22 and a half weeks in 2008-09).

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 7.3 - Days taught and days missed by Reading Recovery teachers, by training status: UK and Ireland, 2009-10.

Training status	Total teachers	Days taught		Days missed	
		Mean	SD	Mean	SD
Teachers in training	863	174.4	19.4	11.4	12.4
Experienced teachers	1278	169.4	30	14.2	22.3

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

There were particular challenges for the daily implementation of Reading Recovery this year: many schools were closed due to significant snowfall in the autumn term, and, even where schools were open, hundreds of children and teachers were unable to attend. Some implementations were also affected by the outbreak of swine flu early in the academic year, and the volcanic eruptions at the beginning of the summer term disrupted travellers (many of whom were teachers and children) for several weeks. One might expect this to have negatively affected the data related to length of programme in 2009-10, but in fact, programme lengths were improved in comparison with 2008-09 (see Table 2.1, above). Similarly, it might have been expected that such issues would have a negative impact upon the number of days taught and missed this year. However, the number of days missed by both teachers in training and experienced teachers is consistent with 2008-09, and the number of days taught is actually higher, demonstrating that all must have worked extremely effectively this year in order to ensure that Reading Recovery programmes were not impacted by external factors (Table 7.3). Teachers in training were particularly successful at safeguarding their teaching time in 2009-10, teaching on average 174 days, an increase of five days, compared with 2008-09.

Teacher responsibilities

Reading Recovery trained teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for the support of children who do not receive Reading Recovery. Those who combine 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 7.4 - Days taught and days missed by Reading Recovery teachers, by teacher role: UK and Ireland, 2009-10.

Training role	Total teachers	Days taught		Days missed	
		Mean	SD	Mean	SD
Reading Recovery teacher only	636	177.3	21.6	9	18.1
Class teacher & Reading Recovery	306	171.5	24.6	17	22.6
Reading Recovery & support	942	167.8	27	13.5	15.8
Other	257	170.4	33.3	17	24.5

SOURCE: European Centre for Reading Recovery, Annual Data Collection: 2009-10

Teachers' other duties had a significant impact upon their ability to provide daily lessons (Table 7.4). Those who combined Reading Recovery with class teaching missed a substantial number of days (17 on average), which is two days more than the number missed last year. Those who just taught Reading Recovery though, missed very few days (nine on average), and were able to teach more than any other type of teacher (177 days on average). Clearly, those with other responsibilities were often drawn away from their daily teaching; greater demands on a teacher's time negatively impacts upon their ability to work with Reading Recovery children on a daily basis.

Appendix A: Progress in Reading Recovery

Typical text at Reading Recovery level one

I am a cat.



Typical text at Reading Recovery level eight

A green dragonfly
came to sit on a tree
down by the river.

Little Dinosaur looked at it.
He liked to eat dragonflies.

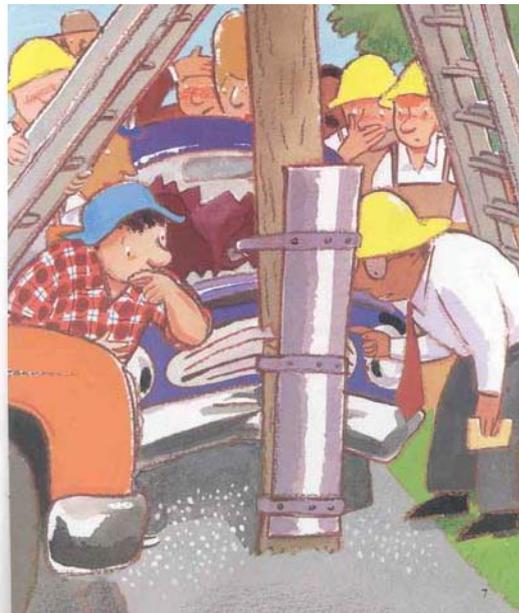


Typical text at Reading Recovery level 17

Toby stopped, and BJ jumped down
to have a look at the car.
“Mm-mm,” said BJ.
“The car must have been
going very fast.
The pole is cracked
and it could fall over.”

“The power has been turned off,”
said the policewoman.

“I don’t like the look of this job,
Toby,” said BJ,
as he got back into the tow truck.
“That pole could move
when we pull the car away.”



An end to literacy failure: Year four follow-up on the London comparison study

The costs of literacy failure

Every year in England 30,000 children go into secondary school unable to read or write. Most are from socially disadvantaged environments. The human and economic costs of poor literacy are high.

Early intervention works

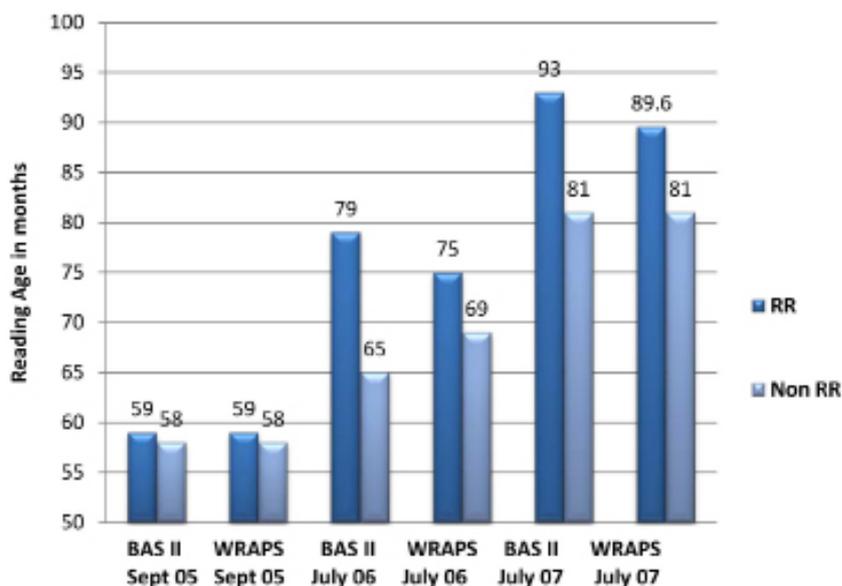
It is now widely accepted that children with reading difficulties should be offered early intervention (National Reading Panel, 2000). Reading Recovery (RR) is an intensive one-to-one reading programme designed for children in their second year of schooling who are not making satisfactory progress in literacy even after high-quality classroom instruction. In the UK it is part of the Every Child a Reader strategy. The short term effects of RR are impressive and well documented internationally, but less is known about its long-term effectiveness (Hurry & Sylva, 2007).

Researching the solution

The current evaluation started in 2005 with a sample of 292 six year olds in 42 schools in 10 London boroughs. The schools were alike in size (average 355 on roll) and had similarly high levels of children entitled to free school meals (average 41%), and children learning English as an additional language (average 49%). All of the schools offered some children extra tuition as well as classroom literacy teaching. Reading Recovery (RR) operated in half of these schools. RR children were compared with similar poor readers in schools without RR.

All the children had been assessed in 2005, at the beginning and end of Year one, using a detailed diagnostic profile (Observation Survey of Early Literacy Achievement, Clay 2002); a word reading test (British Ability Scale II); and Word Recognition & Phonic Skills Test (WRAPS, Moseley 2003).

Word Reading (BAS II) and Phonic Skills (WRAPS), lowest groups at Sept 2005, July 2006 and July 2007



Follow-up end of Year two

In July 2007 all groups were assessed using 'Progress in English 7' (a broad measure of end Year two literacy skills suitable for transfer into Key Stage two); and WRAPS was re-administered. National Curriculum Key Stage one assessment results were also collected for reading and writing. In the writing vocabulary, timed, assessment task at the end of Year one and the end of Year two, the ex-RR children were still able to write twice as many words correctly as those in the comparison group. The Year two follow up study determined that, on average, at the end of school Year two, the ex-RR children were still achieving at the level expected for their age, and the comparison children who had not accessed RR were still well below age related expectations. At the end of Years one and two RR children had made significantly greater progress than the comparison group, (Burroughs-Lange & Douetil 2006; Burroughs-Lange 2008).

Can gains from early intervention be sustained?

At the beginning of school Year one the 292 lowest achieving children were unable to read even the simplest texts, could only recognise a few letters and write about six words correctly. At the end of Year one most of these children had made very little progress, except for the group of children who received RR. From similarly low starting points, children who received RR, on average, gained 14 book levels, gained 20 months reading age and could write 45 words correctly. Aged around six and a half, they had now successfully caught up with their average peers. In the broad measure of literacy (Progress in English 7) ex-RR children were achieving within their age band expectations, and 10 standard points ahead of comparison children. In the end of Key Stage one National Curriculum (NC) assessments 86% of ex-RR children achieved Level 2+ in reading, (2% ahead of the national average of 84%). In writing 83% ex-RR children achieved Level 2+ (3% ahead of the national figure of 80%).

End Year four

The follow up in 2009 at the end of Year four gives an indication of the extent to which gains made during this intensive intervention were maintained three years on. Altogether 242 of the children were traced at the end of Year four: 120 comparison children, 73 children who had received RR three years earlier, and 48 poor readers in RR schools who had not received RR. At the end of Year four National Curriculum Assessments were found to agree well with standardised tests of reading (Hurry & Holliman, 2009).

The 2009 follow up study showed that positive effects of RR in Year one are still apparent at the end of Year four, whilst the comparison children are still struggling. Case studies also collected at end of Year four showed that early intervention was greatly appreciated by the children and parents of the RR schools, and the lack of effective early intervention and its negative consequences were remarked upon by those not in RR schools.

Average National Curriculum Assessments levels at the end of Year four (and NCA point score equivalents).

	Reading	Writing
RR children (N=73)	Level 3b (20.1)	Level 2a (18.8)
Comparison children (N=120)	Level 2a (18.2)	Level 2b (16.4)
Children in RR schools not given RR (N=48)	Level 3c (19.2)	Level 2a (17.4)

Taking account of children's level of literacy at the beginning of the evaluation, ex-RR children were reading significantly better than comparison children at the end of Year four. Ex-RR children were achieving an average National Curriculum level of 3b in reading, indicating being on track for becoming secure readers at the end of the primary phase (Level four at the end of Key Stage two, age 11). Comparison children averaged Level 2a in reading, significantly below the ex-RR children and at risk of being below Level four at the end of Key Stage two. In writing too, ex-RR children were doing significantly better than the comparison children, although in writing overall progress was not as good as groups in reading.

Special Educational Needs status

At the start of Year two very few children had statements of Special Educational Need (SEN) and groups were similar. At the end of Year three (July 2008), ex-RR children were significantly less likely than comparison children to be identified as having some level of SEN (SEN Code of Practice, 2008): 39% (N=32) of ex-RR children; 52% (N=69) of comparison children; 58% (N=30) of children in RR schools not given RR, were on school action or higher.

These studies provide strong evidence that schools could enable almost every child to read and write appropriately for their age, if those that were failing were given access to expert teaching in RR at an early age.

The full report of Year four follow up and the earlier studies can be read or downloaded from:
<http://www.ioe.ac.uk/research/4663.html>