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Reading Recovery™ Annual Report for the United Kingdom and Ireland: 2010-11

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Executive summary

Headlines 2010-11

The year 2010-11 saw the Reading Recovery implementation across the UK and Ireland grow to reach 31,194 children. Of these 24,107 received Reading Recovery, whilst a further 7,087 received a range of other appropriately targeted interventions. It is likely that more children than reported actually received other interventions, but were not recorded because of interruptions to the data collection system

More than four in every five children (81%) who completed Reading Recovery, were lifted to age- appropriate levels of literacy; a small but very heartening improvement on last year's outcome. This demonstrates that the quality of the implementation was maintained in spite of all the issues and uncertainties surrounding the future of Reading Recovery and Every Child a Reader this year.

Children who achieved accelerated progress (81% of completed programmes) reached 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.

Children who did not make accelerated progress (19% of completed programmes), nevertheless made progress, achieving an average reading age of five years 10 months, a gain of 12 months.

It took 18 weeks (73 lessons) for children to progress from being the lowest attaining children to achieving age appropriate levels of literacy. This reflected a decrease in average programme length of almost one week, compared with 2009-10, thus indicating improved efficiency over time.

Children who did not achieve accelerated learning were given around one and a half weeks longer, bringing their average programme length to just under 20 weeks. These children also tended to miss slightly more lessons, on average four more, than those who achieved accelerated progress

Boys made up 60% of children in Reading Recovery, and 79% of those boys, alongside 83% of girls, were lifted to national expectation for literacy.

74% of children were from white backgrounds. The numbers of Eastern European children had almost doubled since 2009-10. The largest ethnic minority group was Pakistani children with over 1,400 children in this category (6%). Just over one in five (21%) of the children who received Reading Recovery in 2010-11 were learning English as an additional language.

Economically disadvantaged children made up 45% of the whole cohort. 78% of these children reached age related expectations for literacy, compared with 83% of their economically more advantaged peers. Following the intervention, the gap had narrowed from children in poverty being twice as likely to be among the lowest attaining, to them being within 6% points of their peers. 2,353 children were removed from the SEN register following Reading Recovery and an additional 147 children were recommended for formal assessment (allocated resource hours – Ireland).

Seven out of 10 children (71%) received Reading Recovery in their first year of formal schooling (aged five to six). 28% were older then, but 62% of these were actually identified for Reading Recovery in the previous year, and so had been carried over to complete their series of lessons early in the autumn term.

Around one in five children (18%) were part way through their programme at the end of summer term 2010, and thus will complete in the new school year.

There was a substantial increase in the number of incomplete Reading Recovery programmes this year, from 4% last year, to 10% this year, with a further 2% unreported. Schools where Reading Recovery is not continuing in 2011-12, make up a significant proportion of this figure, but some schools reported finishing Reading Recovery at the end of the financial year due to funding uncertainties.

More than four out of five children (84%) who achieved accelerated progress in Reading Recovery, attained National Curriculum Level Two or above in reading in their Key Stage One National Assessments, and more than three out of five children (67%) achieved the same in the writing assessments. This maintains the pattern of high outcomes established in previous years.

Around two in five teachers (39%) were in training during the data year 2010-11. A further 700 teachers (24%) were in their first year after training. Nine out of 10 teachers in training were working in English schools as part of the Every Child a Reader initiative.

Experienced teachers completed more children's programmes, on average, than teachers in training. They were also able to solve the problems of a higher proportion of children than those learning to teach Reading Recovery for the first time: 82% of their children who completed were discontinued, compared with 79% discontinuing for teachers in training.

Of a total of 112 teacher leaders, 69 (62%) were experienced, 23 (20%) were in their first year and 20 (18%) were in training. Hence 38% of the teacher leader workforce was new in the field.

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 professional learning. Three levels of professional staffing provide a stable training structure: university based national leaders who train and support teacher leaders; locally based teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

The initial Reading Recovery teacher professional development programme 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 continue to participate in professional development. 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 practice, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may influence practice.

Reading Recovery is not an isolated phenomenon in schools. It has a carefully designed plan for implementation within schools to ensure that each child receives the best possible teaching. 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 and Guidelines for Reading Recovery' (European Centre for Reading Recovery, 2011).

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 United Kingdom and Ireland. The report accounts for all children served by Reading Recovery within the site during the 2010-11 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site.

During the summer of 2010-11, the web-based data collection site was relocated to England. This meant that teachers and teacher leaders were required to provide hard copy data for over 30,000 children, rather than entering results electronically.

There were also reported examples in England of teachers (and some teacher leaders) leaving their Reading Recovery posts during the school year, due to staff cuts and budgeting restrictions. This made subsequent data retrieval difficult to carry out in those schools.

The information was collected as a part of the European Centre for Reading Recovery annual monitoring procedure. For further information about Reading Recovery please visit <http://readingrecovery.ioe.ac.uk> or email 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 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?

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, 2010-11.

Region	Children Served	All Teachers	Teachers in Training	
			Number	Percentage
Entire implementation	24,107	2,945	1,136	39
England and Jersey	21,075	2,494	1,016	41
Republic of Ireland	2,946	442	120	27
Northern Ireland	7	1	0	0
Wales	79	8	0	0

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Table 1.2 – Size of the Reading Recovery implementation across the regions of the UK and Ireland, 2007-11.

Region	2010-11	2009-10	2008-09	2007-08	2006-07
Entire implementation	24,107	17,528	11,969	7,731	5,253
England and Jersey	21,075	14,961	9,610	5,276	2,893
Republic of Ireland	2,946	2,430	2,176	1,628	1,062
Northern Ireland	7	5	13	625	1,023
Wales	79	132	170	202	275

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

Over 24,000 children were served by Reading Recovery in 2010-11, taught by almost 3,000 teachers (Table 1.1). This reflects an almost five-fold increase since 2006-07, as well as a growth of over a third, just in the last year (Table 1.2). Nearly seven eighths of the cohort was in England and Jersey, and one in eight was in the Republic of Ireland, where steady expansion has also taken place in the past five years, of close to three fold.

The number of Reading Recovery children served in England has increased substantially, compared with 2009-10, due to the expansion of the funded Every Child a Reader (ECaR) project, the further reach of which can be seen in Table 1.4. Expansion in England is also evident since 90% of the total number of teachers in training during 2010-11 was working in English schools (Table 1.1).

This year, seven children were also served by one teacher in Northern Ireland. There was no teacher leader operating in this area due to insufficient funding. Teacher leaders in the Republic of Ireland provided support and continuing professional development for this one teacher.

Wales continued to experience funding difficulties in 2010-11, but one teacher leader oversaw teachers serving 79 children. However, this was half the number served in Wales the previous year.

Table 1.3 – Reading Recovery implementation information: The UK and Ireland, 2010-11.

Number of authorities/ districts served	149
Number of schools served	2,776
Number of teacher leaders	112
Trained	92
In Training	20
Number of teachers	2,945
Trained	1,809
In Training	1,136

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Reading Recovery is widespread across the UK and Ireland, serving nearly 150 authorities/districts, and close to 3,000 schools (Table 1.3).

Of a total of 112 teacher leaders, 69 (62%) were experienced, 23 (20%) were in their first year and 20 (18%) were in training. Hence 38% of the teacher leader workforce was new in the field. All the teacher leaders in training, as well as those who were in their first year in the field, were based in England, meaning that 42% (around two in five) of the English teacher leader group were inexperienced. It is remarkable given the inexperience of such a large number of teacher leaders, that the end of year outcomes remained consistent in 2010-11.

Further discussion of the teacher implementation can be found in “Question 7”.

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: The UK and Ireland, 2010-11.

Programme/ Intervention Name	Number of Children Served
Reading Recovery	24,107
Special*	16
Better Reading Partnership	5,003
Fischer Family Trust Wave 3	690
Talking Partners	246
Early Literacy Support	388
Other	744
Total	31,194

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

* Special refers to children with exceptional Special Educational Needs (e.g. children with sensory or physical needs)

The year 2010-11 saw the Reading Recovery implementation across the UK and Ireland reach over 30,000 children (Table 1.4). 24,107 of these received Reading Recovery, whilst a further 7,087 received a range of other appropriately targeted interventions. Because of changes in the data collection system affecting teachers’ ability to enter data for children in other interventions, it is likely that a great many more children were supported in that way than are recorded here.

Of the range of interventions provided, Better Reading Partnership served the largest number of children (over 5,000), operating in 52 local authorities and 305 schools. Almost all these lighter touch interventions were carried out in England, as part of the layered intervention approach advocated in the Every Child a Reader (ECaR) programme.

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 identified for Reading Recovery based on literacy levels, with the lowest attaining given the first priority. Nationally, a slightly higher proportion of boys than girls are identified among the lowest attaining to receive 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

Concerns have been expressed nationally about underachievement of children in some ethnic groups and how to address them. Where possible, data on children's ethnicity, based on the UK national census, has been gathered to inform these concerns. 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. This statistic varies considerably from place to place, for the lowest attaining children identified for Reading Recovery and the extent of their control of English language is also very variable.

Economic status

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 19%¹ of children are entitled to free school meals. Where possible, in areas where free school meals are not available, other measures are used locally to determine economic disadvantage. However, for a substantial number of children this measure is not available.

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).

¹ Source: DfE – <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml> [Last accessed 23/11/11]

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 Ireland, 2010-11.

Cohort Description	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
Year group				
Age 5 - 6	17,100	70.9	10,238	62.6
Age 6 - 7	6,838	28.4	6,013	36.8
Age 7 - 8	119	0.5	82	0.5
Not recorded	50	0.2	26	0.2
Programme started				
This year	19,265	79.9	12,356	75.5
Last year	4,294	17.8	3,849	23.5
Not recorded	548	2.3	154	0.9
Gender				
Male	14,398	59.7	9,718	59.4
Female	9,684	40.2	6,631	40.5
Not recorded	25	0.1	10	0.1
First language				
English	19,041	79	12,962	79.2
Not English	5,012	20.8	3,376	20.6
Not recorded	54	0.2	21	0.1
Economic status				
Disadvantaged	10,904	45.2	7,226	44.2
Not disadvantaged	12,772	53	8,862	54.2
Not appropriate / Not recorded	431	1.8	271	1.7
Special cohort group				
No	22,519	93.4	15,349	93.8
'Looked after' child	310	1.3	199	1.2
Traveller child	324	1.3	197	1.2
Asylum seeker or refugee child	94	0.4	56	0.3
Other special group	469	1.9	315	1.9
Not appropriate / Not recorded	391	1.6	243	1.5
Ethnicity				
White British	11,476	47.6	7,305	44.7
Irish	2,028	8.4	1,355	8.3
Traveller of Irish Heritage	120	0.5	61	0.4
Gypsy Roma	67	0.3	37	0.2
Eastern European	715	3	465	2.8
Any Other White background	3,403	14.1	2,840	17.4
White and Black Caribbean	410	1.7	286	1.7
White and Black African	147	0.6	96	0.6
White and Asian	173	0.7	115	0.7
Any Other Mixed background	355	1.5	237	1.4
Indian	360	1.5	257	1.6
Pakistani	1,429	5.9	989	6
Bangladeshi	601	2.5	424	2.6
Any Other Asian background	486	2	322	2
Caribbean	431	1.8	307	1.9

Cohort Description	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
African	904	3.7	611	3.7
Any Other Black background	413	1.7	285	1.7
Chinese	51	0.2	30	0.2
Japanese	2	0.0	1	0
Other	320	1.3	200	1.2
Not appropriate/ Not recorded	216	0.9	136	0.8
Total	24,107	100	16,359	100

NOTE: "All Programmes" includes every child served by Reading Recovery in 2010-11, whereas "Completed Programmes" are only those children whose programmes were actually completed during 2010-11. Children who did not complete in 2011 are expected to do so in 2012.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Reading Recovery in the UK and Ireland is targeted primarily towards children in their first year of formal schooling (after reception/ foundation stage) to capitalise on advantages of early intervention. In 2010-11, seven out of every 10 children (71%) identified for Reading Recovery were in this category (Table 1.5). 28% of children were in their second year, with a small number in year three. However, 62% of these older children had been identified for Reading Recovery in the previous year and were carried over to complete their series of lessons early in the autumn term.

2010-11 saw a substantial rise in unknown or incomplete data sets. This can be partly attributed to the relocation of the web-based data collection site during the summer term, which resulted in teachers being required to provide hard copy evidence, rather than entering results electronically. There were also many examples reported in England of teachers (and some teacher leaders) leaving their Reading Recovery posts during the school year, due to staff cuts and budgeting restrictions. This made subsequent data retrieval difficult to carry out in those schools.

Boys continued to be overrepresented among the lowest attaining children identified for Reading Recovery, remaining at 60% of the cohort this year.

Poor children made up 45% of the cohort. This proportion of children compares starkly with national statistics, which calculate that 19% of children in the average primary school class are in poverty. These figures indicate that poor children are more than twice as likely to be the lowest attaining in their age group, and thus identified for Reading Recovery, as are their more advantaged peers. However, in 2009-10, there were a higher proportion of disadvantaged children in the Reading Recovery cohort (48%). This change will warrant further analysis.

Reporting categories to denote ethnic background were changed in 2010-11, in response to requests for greater precision in descriptors. It is hoped this will enable schools to target support more effectively. However, this has made comparison with previous year's data more difficult.

Three in four children in the total cohort (74%) were identified as from white backgrounds. The numbers of Eastern European children has almost doubled since 2009-10 (715). 43% of children came from ethnic minority backgrounds. The largest ethnic group was Pakistani children with over 1400 children (6%). Just over one in five (21%) of the children who received Reading Recovery in 2010-11, were learning English as an additional language, a small decrease on the previous year.

The category of 'special groups' identified 1,197 children, just over 5% of the entire cohort (with 391 children unreported). There were some consistencies here with the previous year: both the percentage of traveller children and looked-after children remained around 1% (324 and 310 children respectively). The 'other special group' category remained at 2%. Further data analysis will be necessary to identify more clearly the different concerns represented in this group.

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 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 their 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, sorted by programme outcome: The UK and Ireland, 2010-11.

Outcome/ Time	Total Pupils	Mean	SD	Min.	Max.
Accelerated progress (Discontinued)					
Weeks	13,017	18.2	4.6	4	35
Lessons	12,979	72.9	19.1	1	175
Lost Lessons	12,966	18.2	12	-75	137
Progress (Referred)					
Weeks	3,048	19.8	4.9	2	35
Lessons	3,041	76.9	18.7	7	175
Lost Lessons	3,037	21.9	13.4	-55	117

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, 2010-11.*

It took 18 weeks (73 lessons) for children to progress from being the lowest attaining children to achieving age-appropriate levels of literacy (Table 2.1). This reflected a decrease in average programme length of almost one week, compared with 2009-10, and of a week and a half since 2007, thus indicating improved efficiency over time. There was also another minor decrease in the average number of lost lessons this year. These improvements are likely to have a substantial beneficial effect on the impact of the intervention in schools.

Children who did not achieve accelerated learning were given around one and a half weeks longer, bringing their average programme length to just under 20 weeks. These children also tended to miss more lessons, on average four more, than those who achieved accelerated progress, and it is likely that such missed lessons are a contributory factor preventing children from reaching the goals of the programme.

These outcomes should be viewed with caution in this year's report, as some teachers did not enter complete data for the number of lessons taught. However, the evidence suggests a trend towards shorter lesson series, which enable children to return to age appropriate performance in class more quickly and allow teachers to serve more children a year, in Reading Recovery.

Outcomes

Table 2.2 – Programme outcomes for children receiving Reading Recovery: The UK and Ireland, 2010-11.

Outcome	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
Accelerated progress (Discontinued)	13,225	54.9	13,225	80.8
Progress (Referred)	3,134	13	3,134	19.2
Ongoing	4,260	17.7		
Incomplete	2,341	9.7		
Left	584	2.4		
Not known	563	2.3		

NOTE: “All Programmes” includes every child entering Reading Recovery in 2010-11, whereas “Completed Programmes” are only those children whose programmes were actually completed during 2010-11.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

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

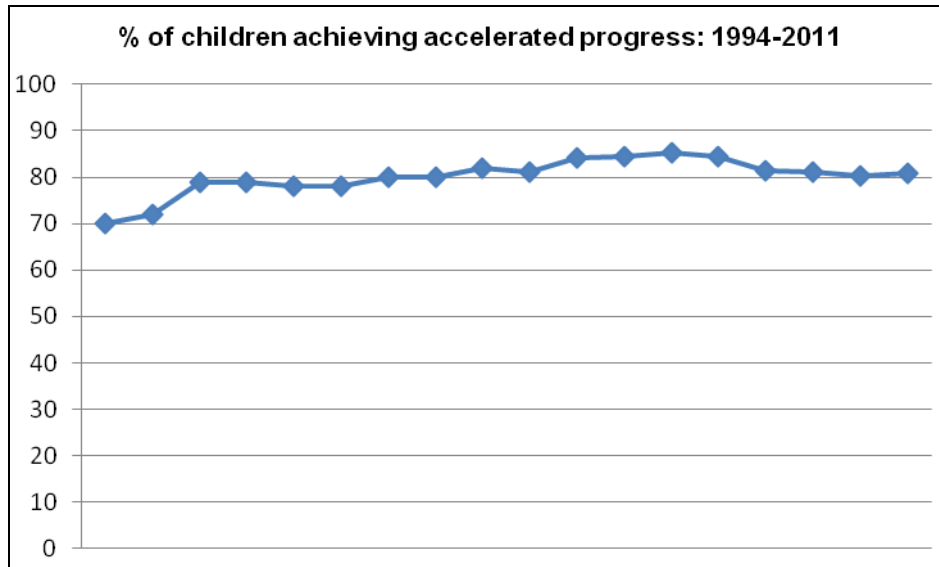
1. Accelerated progress (Discontinued): These children have made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.
2. Progress (Referred): These 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.)

In 2010-11, 81% of children who completed Reading Recovery were lifted to age-appropriate levels of literacy (Table 2.2); a small but very heartening improvement on last year's outcome (Figure 2.1). 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 “Question 3”), this was a tremendous achievement and testament to the efforts of both teachers and children. This demonstrates that the quality of the implementation was maintained in spite of all the issues and uncertainties surrounding the future of Reading Recovery and Every Child a Reader during 2010-11.

There was a substantial increase in the number of incomplete Reading Recovery programmes this year, from 4% last year, to 10% this year, with a further 2% unreported (Table 2.2). Schools where Reading Recovery is not continuing in 2011-12 accounted for the main proportion of this figure, but there were reported instances of schools finishing Reading Recovery at the end of the financial year in March, due to funding uncertainties.

Around one in five children (18%) were part way through their programme at the end of summer term 2011, and thus will complete in the new school year.

Figure 2.1 – Proportion of children with completed programmes, achieving accelerated progress, since national monitoring began: The UK and Ireland, 1994-2011.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 1994-2011.*

Disaggregated outcomes

Table 2.3 – Background characteristics, programme participation and outcomes of children who completed the programme, in the UK and Ireland, 2010-11.

Characteristic	Children		No. of Lessons	Book Level				% Accelerated Progress	KS1 Assessment % at Level 2+	
	Number	%		Entry	Exit Gain	Exit - 3 Months Gain	Exit - 6 Months Gain		Reading	Writing
All children	16,359	100	73.7	1.2	14.4	1.1	2.7	80.8	14.3	10.3
School year										
Age 5 - 6	10,238	62.5	71.3	1.1	15.1	1.3	3.2	82.1	0	0
Age 6 - 7	6,013	36.8	77.6	1.5	16.6	1.1	2.3	78.6	38.2	27.5
Age 7 - 8	82	0.5	76.3	2.3	17.5	1.1	2.5	85.4	6.1	3.7
Not recorded	26	0.2	68.8	2.3	16	0.3	1.5	73.1	7.7	7.7
Gender										
Male	9,718	59.4	74.2	1.1	14.4	1.1	2.7	79.2	14	9.5
Female	6,631	40.5	72.8	1.3	14.5	1.1	2.7	83.3	14.7	11.3
Not recorded	10	0.1	71.1	0.4	17	8	-	40	0	10
First language										
English	12,962	79.2	73.5	1.2	14.4	1.1	2.6	80	13.6	9.7
Other	3,376	20.6	74.3	1.1	14.7	1.4	3	84.1	16.8	12.3
Not known	21	0.1	74.4	0.7	13.7	1.8	-	42.9	0	4.8
Economic status										
Disadvantaged	7,226	44.2	74.4	1.1	14.3	1	2.5	78.2	13	9.1
Not disadvantaged	8,862	54.2	73	1.3	14.5	1.2	2.8	82.9	15.3	11.2
Not appropriate / Not recorded	271	1.7	74.6	1.5	14.6	1	2.9	83.4	15.5	12.9
Special cohort group										
No	15,349	93.8	73.6	1.2	14.5	1.1	2.7	81.2	14.4	10.4
'Looked after' child	199	1.2	75.2	1.3	14	1	2.9	74.4	16.6	9
Traveller child	197	1.2	74	1	13.8	1.1	3.4	72.6	6.6	3.6
Asylum seeker or refugee child	56	0.3	77.3	1.2	15.9	1.4	3.1	89.3	10.7	5.4
Other special group	315	1.9	75.5	0.8	13.7	0.7	2.9	70.5	14.9	9.8
Not appropriate / Not recorded	243	1.5	72.9	1.3	14.4	1.1	2.5	79.4	12.3	9.9
Season of birth										
Autumn	6,857	41.9	76	0.9	14.4	1.2	2.8	81.2	2.9	2.4
Spring	4,845	29.6	71.6	1.4	14.2	1	2.5	80.8	15.7	11.4
Summer	2,326	14.2	71.5	1.6	14.6	1.1	2.7	80.9	27.5	20
Not recorded	2,331	14.2	73.2	1.6	14.9	1	2.8	79.7	31.4	21.4
Ethnicity										
White British	7,305	44.7	72	1.2	14	1.1	2.6	78.9	7.6	5.3
Irish	1,355	8.3	71.8	1.5	16.1	1.2	2.7	93.2	0	0
Traveller of Irish Heritage	61	0.4	70.3	0.9	14.1	1	8	77	1.6	0
Gypsy Roma	37	0.2	71.4	1.2	12.6	0.3	3	67.6	2.7	5.4
Eastern European	465	2.8	74.6	1.2	14.7	1.3	2.9	81.7	17.8	12.3
Any Other White background	2,840	17.4	78.5	1.3	14.4	1	2.4	76	34.4	25
White and Black Caribbean	286	1.7	74.6	1.1	14.4	1	3.1	76.2	16.4	9.8
White and Black African	96	0.6	76.8	1.1	14.5	1.1	3.8	79.2	11.5	9.4
White and Asian	115	0.7	74.7	1.2	14.7	1.1	3	84.3	20.9	13.9
Any Other Mixed background	237	1.4	72.7	1.2	14.6	1.4	2.9	80.2	14.8	11.4
Indian	257	1.6	74.3	1.2	14.7	1.8	3.1	86	21	16.7
Pakistani	989	6	73.8	1	14.6	1.3	3.1	83.3	17.4	13
Bangladeshi	424	2.6	74.2	0.9	15.1	1.2	2.9	86.8	17.9	13
Any Other Asian background	322	2	72.6	1.2	14.4	1.4	3.6	82.9	15.5	10.6
Caribbean	307	1.9	75.4	1.1	14.4	1	2.9	81.1	15.6	9.8
African	611	3.7	73.8	1.2	15.1	1.6	2.8	87.9	13.9	11.1
Any Other Black background	285	1.7	71.8	1.3	14.3	1.2	3.9	82.8	13	9.5
Chinese	30	0.2	71	1.2	14.9	1.8	3	93.3	16.7	10
Japanese	1	0	42	2	15	-	-	100	0	0
Other	200	1.2	74.2	1.1	14.5	0.7	2.3	85	17	11
Not appropriate / Not recorded	136	0.8	75.3	2.1	14	1.1	3.6	76.5	27.2	22.8

NOTE: Key Stage One National Assessments are UK only.

SOURCE: European Centre for Reading Recovery: Annual Data Collection, 2010-11.

The gap between girls and boys that was apparent at the start of Reading Recovery (Table 1.5) was almost closed by the end of the programme: 79% of boys and 83% of girls were lifted to national expectation for literacy (Table 2.3). Girls performed slightly better in 2010-11 than in the previous year, with an increase of 1% discontinuing.

Children speaking a first language other than English, along with their English-speaking peers, improved outcomes in 2010-11, with 84% and 80% discontinuing respectively. This compares with 83% and 79% discontinuing in 2009-10. The consistent findings year on year indicate that the child's first language need not be a barrier to success in early literacy.

Variation in outcomes for different ethnic minority groups are relatively small, demonstrating that Reading Recovery can close the attainment gap for children of all ethnic groups, as well as all languages. In response to concerns about the performance of children from a white background whose first language is English, the ethnicity of white children was explored in more detail in the data this year. The findings are mixed, and merit further investigation. Irish children were exceptionally successful (93% discontinuing). Children of a white British background accounted for almost half the cohort (48%) and their outcomes were on a par with those of other ethnic groups (79% discontinuing), whilst white children of Eastern European origin were very slightly more likely to achieve accelerated learning (82% discontinuing). Gypsy Roma, Irish traveller children and those of 'any other white background' had a few more problems but among even these children, seven to eight out of ten, were successful.

The gap between economically disadvantaged children and their peers, which led to them being twice as likely to be among the lowest attaining identified for Reading Recovery, was almost closed, with 78% and 83% respectively reaching age related expectations for literacy. Although the gap between these two cohorts had widened slightly (4%) this year, compared with 2009-10, 2% of that widening was due to better outcomes for more advantaged children. Whilst this is an area for further attention, it is noteworthy that over three quarters of economically disadvantaged Reading Recovery children who completed the programme, were helped to catch up with their peers.

Fifty of the 56 asylum seeker or refugee children (89%) who had completed their series of lessons by the end of the year, achieved accelerated learning, as did 148 of the 199 'looked after' children (74%). Only 61% 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.

For the first time, an analysis was undertaken of children's season of birth, reflecting national concerns about the progress of summer born children. The outcomes show that children born in autumn were more likely to receive Reading Recovery, and summer born children, least likely. This may reflect the high proportion of new implementations, with the first screenings in those schools taking place in September, making summer born children more likely to be among those identified late in the year and thus carried forward into the new school year. If that is the case, the distribution should even out as an implementation becomes embedded. However, further analysis is merited to ensure that summer born children are not disadvantaged in the identification process. Summer born children who completed the programme were as likely to achieve a successful outcome, and to reach the same literacy levels as their peers.

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

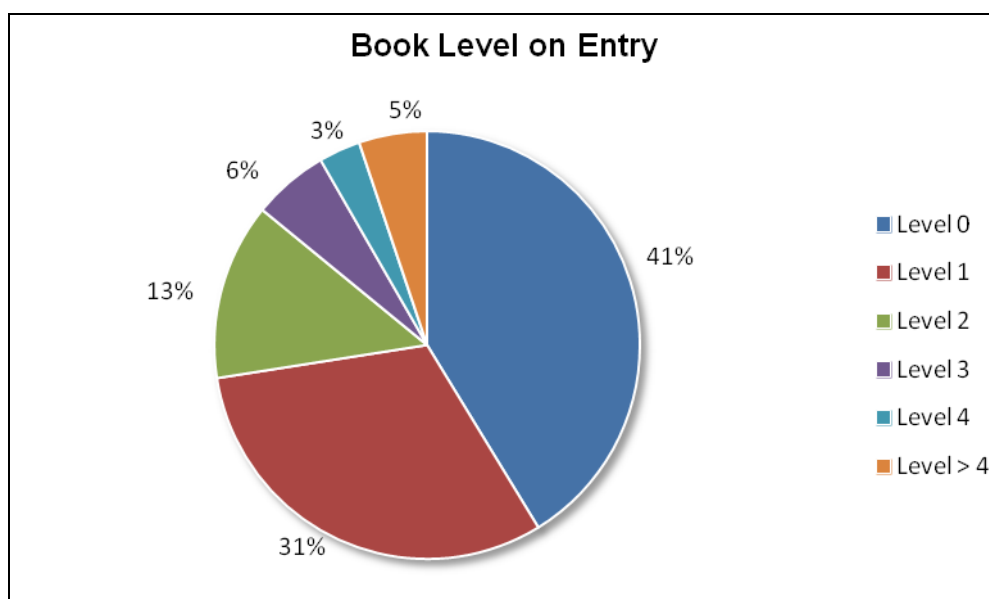
Table 3.1 – Scores on *Observation Survey* tasks for children with completed Reading Recovery programmes, at entry to and exit from, the programme: The UK and Ireland, 2010-11.

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	16,322	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
At discontinuing	13,107	17.1	2.3	52.6	3.3	19.8	2.7	21.6	2.2	39.4	14.8	35	2.9	6:10
At referral	3,058	9.6	3.8	48.8	6.6	16.1	3.5	15.9	5.4	23.2	11.8	29.5	7.3	5:10
All completed programmes	16,165	15.7	3.9	51.9	4.4	19.1	3.2	20.5	3.8	36.3	15.6	34	4.6	6:7

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Figure 3.1 – Book Level on programme entry, for children with completed programme outcomes: The UK and Ireland, 2010-11.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

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. These children were effectively non-readers after one or even two full years of formal literacy teaching. Figure 3.1 indicates that six out of seven children in the cohort (85%) were below Reading Recovery book level 3 at programme entry (a slight reduction from last year's 86%). It also shows that the proportion of children entering Reading Recovery who were unable to read any published text, has remained stable at 41% over the last two years, and has increased since 2006, when it was just 37%.

Table 3.2 – Changes in average attainment in literacy prior to Reading Recovery, over the last fifteen years: The UK and Ireland, 1994-2011.

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	3,671	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	5,127	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	7,662	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	11,888	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	16,322	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

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

‡ 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; 1996-97; 1999-2000; 2002-03; 2006-07; 2007-08; 2008-09; 2009-10; 2010-11.*

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 an increase in Letter Identification and Hearing and Recording Sounds in Words scores over time. Conversely, average Book Level and Concepts about Print scores have decreased slightly in recent years. British Ability Scale entry scores have remained static since 2007, though this does reflect attainment of the lowest level possible on this scale.

Once children started Reading Recovery, they made considerable progress on all measures (Table 3.1) with those children who achieved accelerated progress (81% 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 examples of a level one text and a level 17 text).

Children who did not make accelerated progress (19% of completed programmes), nevertheless made progress, achieving an average reading age of five years 10 months, a gain of 12 months. This is two to three times the normal rate of progress, and is consistent with the average reading age at referral in 2009-10. These children progressed, on average, eight text levels (see Appendix A for an example of a level nine text), which is an increase of one book level since 2009-10. So, although still behind their peers, these children can no longer be considered non-readers, and the higher average text level at referral coupled with the large standard deviation suggest a large number of children who are 'near misses', and thus could soon have reached discontinuing levels.

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 for children with discontinued Reading Recovery programmes: The UK and Ireland, 2010-11.

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age Mean
		Mean	SD	Mean	SD	
At discontinuing	20,282	17.1	2.2	40	14.8	6:10
3 month follow up	13,175	18.5	3.1	45.3	17	7:1
6 month follow up	7,972	20.5	3.4	51.8	18.9	7:4

NOTE: This group includes all children who had follow-up only testing in 2010-11 (i.e. those who completed their programmes in 2009-10 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, 2010-11.*

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 (81% 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). Progress in book level remained consistent since 2009-10 (a gain of four book levels), although the three and six month follow-up writing vocabulary scores for these children were lower than in 2009-10. However, the scores do serve to demonstrate pupils continuing to progress after the discontinuation of their one-to-one lessons. 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 for children with referred Reading Recovery programmes: The UK and Ireland, 2010-11.

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age Mean
		Mean	SD	Mean	SD	
At referral	3,898	9.6	3.7	23.3	11.8	5:10
3 month follow up	2,409	10.1	4.3	26.9	13	6:1
6 month follow up	1,187	11.8	5	31.9	15	6:4

NOTE: This group includes all children who had follow-up only testing in 2010-11 (i.e. those who completed their programmes in 2009-10 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, 2010-11.*

Children who had not achieved accelerated progress during their time in Reading Recovery nevertheless demonstrated a normal rate of continuing progress, gaining six months in reading age in the six months following the end of their individual lessons (Table 4.2). The follow-up scores are largely consistent with those attained in 2009-10, demonstrating that referred children learn key literacy techniques during Reading Recovery, which enable them to continue to progress at a normal rate, post-programme.

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

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

- Not on the SEN Register// Receives no support prior (Ireland only)
- At the lowest level on the SEN register// Receives in-class support (Ireland only)
- At mid level on the SEN register// Withdrawn for learning support (Ireland only)
- Recommended for formal assessment// Allocated resource hours (Ireland only)

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

Table 5.1 – Changes in allocation to registers of Statement of Education Need, for children with completed Reading Recovery programmes: The UK and Ireland, 2010-11.

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
Completed Programmes											
Before RR	16,359	7,933	48.5	5,578	34.1	2,518	15.4	193	1.2	137	0.8
After RR	16,359	9,844	60.2	3,814	23.3	1,782	10.9	340	2.1	579	3.5
Discontinued											
Before RR	13,225	6,982	52.8	4,328	32.7	1,699	12.8	116	0.9	100	0.8
After RR	13,225	9,137	69.1	2,652	20.1	862	6.5	142	1.1	432	3.3
Referred											
Before RR	3,134	951	30.3	1,250	39.9	819	26.1	77	2.5	37	1.2
After RR	3,134	707	22.6	1,162	37.1	920	29.4	198	6.3	147	4.7

SOURCE: European Centre for Reading Recovery: Annual Data Collection, 2010-11.

In 2010-11, 2,353 children were removed from the register of special educational needs following Reading Recovery, representing 15% of those who completed the programme (Table 5.1). 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. This figure reflects a substantial increase in the number removed from the register, compared with 2009-10 (1991 removed).

In 2010-11, 340 children were recorded as recommended for formal assessment (allocated resource hours – Ireland), 147 of whom were identified as in need of further specialist literacy support during the course of their programmes. This reinforces the role of Reading Recovery in identifying children with the most severe special educational needs in mainstream education. Interestingly, whilst the number of discontinued children on the lowest level of the SEN register before Reading Recovery was decreased by almost half at the end of their lesson series, the number of referred children at this level remained fairly static both pre- and post-Reading Recovery.

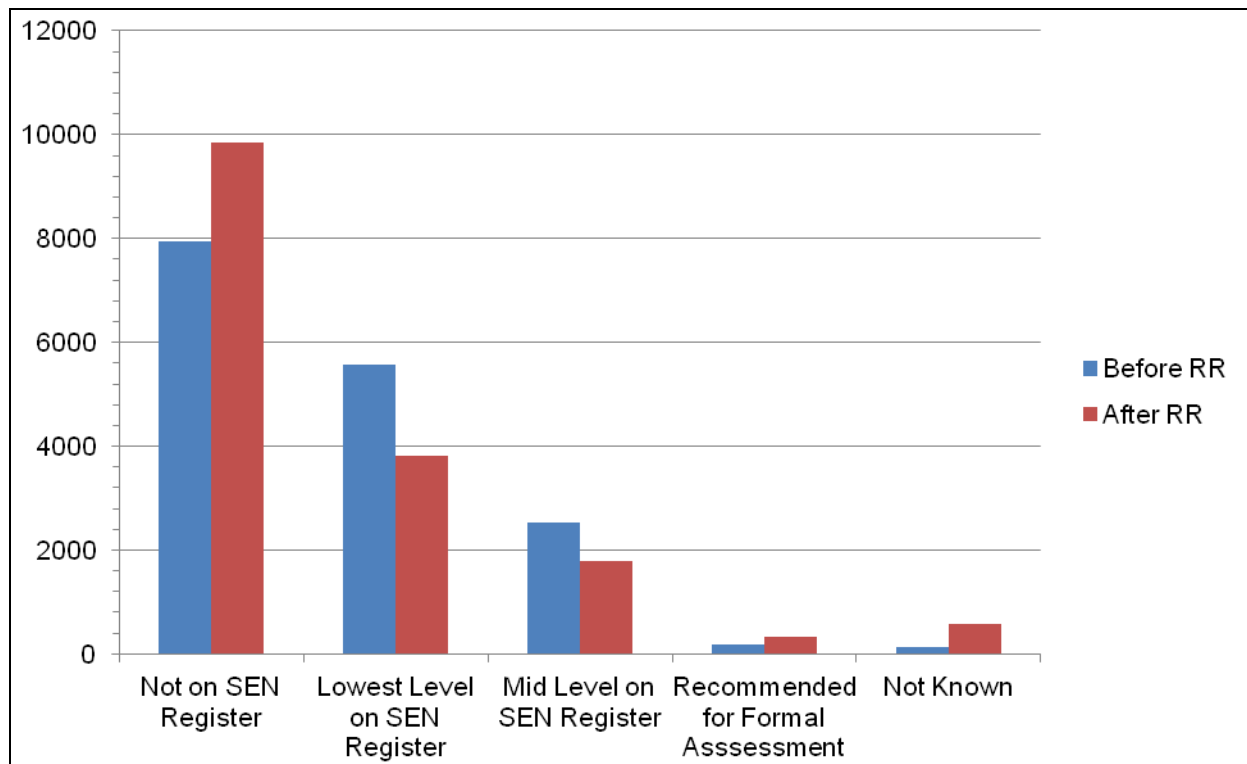
A somewhat surprising outcome was the rise in the number of children recommended for formal assessment following discontinuation from the programme (26). Further analysis would help to identify the continuing concerns for these children, but it is likely that these children have complex needs beyond literacy; for example, behavioural or physical problems, and whilst those needs may not have been resolved, the evidence is that they need not be a barrier to literacy.

Owing to the data collection difficulties already outlined, the SEN status for 579 children at the

conclusion of their Reading Recovery lesson series was unreported. Therefore, it is difficult to draw firm conclusions from this data. However, tentatively the findings do seem to indicate 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 – Changes in allocation on registers of Statement of Education Need, for children with completed Reading Recovery programmes: The UK and Ireland, 2010-11.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

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

Children in England and Wales 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 (age 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 class, and would be predicted to reach Level One or below, without the intervention.

Table 6.1 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery Children, sorted by programme outcome: UK only, 2010-11.

Programme Outcome/ National Assessment Level	Key Stage 1 Reading		Key Stage 1 Writing	
	number	percent	number	percent
Discontinued				
Below Level 1	7	0.1	43	0.8
1	884	15.6	1,785	31.7
2c	1,679	29.7	2,269	40.3
2b	2,098	37.1	1,286	22.8
2a	834	14.7	223	4
3	153	2.7	28	0.5
2c+	4,764	84.2	3,806	67.6
2b+	3,085	54.6	1,537	27.3
All completed programmes				
Below Level 1	83	1.2	218	3.1
1	1,779	25.3	2,703	38.6
2c	1,962	27.9	2,506	35.8
2b	2,202	31.4	1,316	18.8
2a	841	12	224	3.2
3	154	2.2	28	0.4
2c+	5,159	73.5	4,074	58.2
2b+	3,197	45.5	1,568	22.4

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, 2010-11.*

More than four out of five children (84%) who achieved accelerated progress in Reading Recovery, attained National Curriculum Level Two or above in reading in their Key Stage One National Assessments, and more than three out of five achieved the same in the writing assessments (Table 6.1). This maintains the pattern of high outcomes established in previous years.

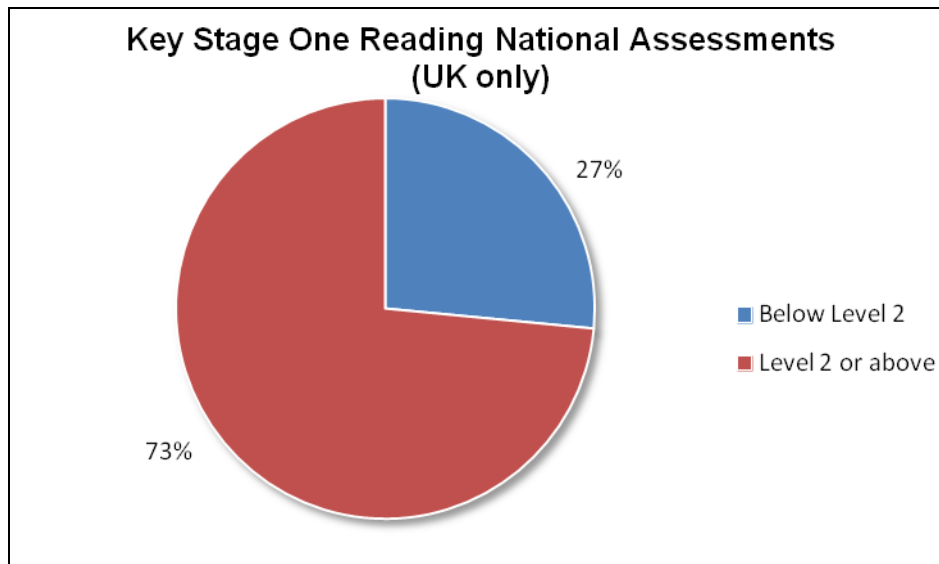
Reading Recovery children are the lowest achievers in their classes, predicted to attain no higher than Level One in their Key Stage One National Assessments. So, the data clearly indicates that these children performed above expectation, and thus supports the effectiveness of Reading Recovery as an early years' literacy intervention.

Three in four (74%) of all children who completed the programme, whether discontinued or referred, attained Level Two or above in their Key Stage One Reading National Assessments. This is a 4% percent increase on the reported outcomes for 2009-10 (70%). In the Writing National Assessments, 58% achieved the same, compared with 56% last year. These findings indicate that it was not only the children who made accelerated progress who performed highly; children who had

been referred were also able to reach age-related expectations at the end of Year Two. The data also further supports the suggestion that some children were referred, for whatever reason, in spite of being very close to levels required for discontinuing (see “Question 3”).

The results are represented diagrammatically in Figures 6.1a and 6.1b.

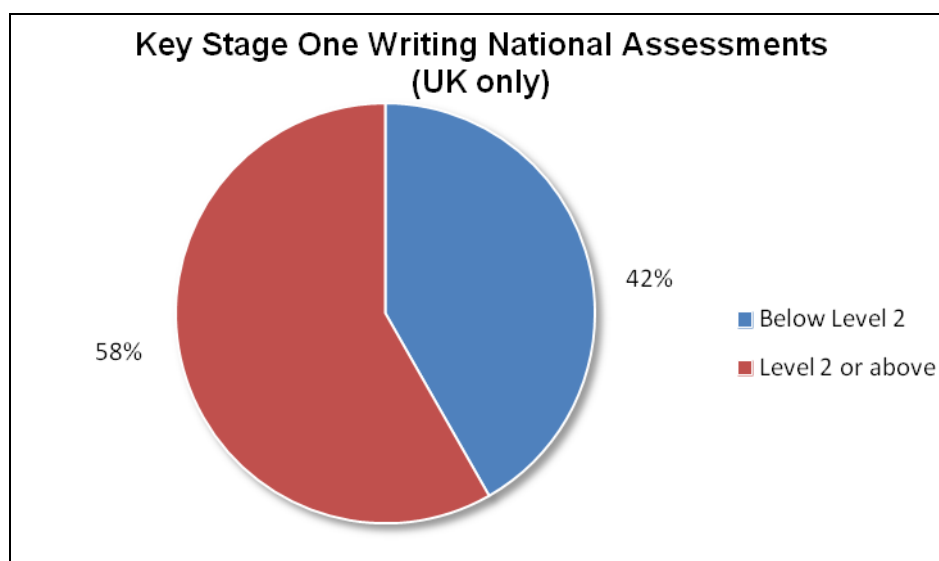
Figure 6.1a – Key Stage One outcomes of Reading National Assessments for Reading Recovery children with completed programmes: UK only, 2010-11.



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, 2010-11.*

Figure 6.1b – Key Stage One outcomes of Writing National Assessments for Reading Recovery children with completed programmes: UK only, 2010-11.



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, 2010-11.*

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

The training course for Reading Recovery teachers is one year long and is a part time, accredited professional development (PD) programme. 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 PD sessions taught by a qualified teacher leader. After this initial year, Reading Recovery teachers continue to participate in ongoing PD under the support and guidance of their teacher leader, in order to maintain their accredited status.

Experience

Table 7.1 – Experience of Reading Recovery teachers: The UK and Ireland, 2010-11.

Years of Experience	Reading Recovery Teachers	
	Number	Percentage
In training year	1,136	38.6
Trained	1,809	61.4
Trained in previous year	707	24
Trained 2-3 years ago	736	25
Trained 4-5 years ago	184	6.2
Trained more than 5 years ago	182	6.2

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Around two in five teachers (39%) were in training during the data year 2010-11, and thus were still learning how to work with children in Reading Recovery (Table 7.1). This percentage remains reasonably consistent with last year's figure (40%). A further 700 teachers (24%) were in their first year after training so this was still a relatively inexperienced cohort. Nine out of 10 teachers in training were working in English schools as part of the Every Child a Reader initiative.

Children selected for Reading Recovery are those finding it hardest to learn literacy, and the steady build of daily lessons is an essential factor in enabling these children to make the accelerated progress necessary for them to catch up with their faster learning peers.

Table 7.2 – Number of lessons missed, sorted by teacher experience: The UK and Ireland, 2010-11.

Training Status	Total Number of Teachers	Days Taught		Days Missed	
		Mean	SD	Mean	SD
Teachers in training	985	173.3	23.9	8.8	8.6
Experienced teachers	1,510	166.8	31	11.9	16.3

NOTE: Differences in the number of teachers of each training status are due to some teachers failing to enter data on days taught and missed.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Experienced teachers missed an average of three more lessons than teachers in their training year, although a wide standard deviation is evident (Table 7.2). Hence, teachers in training appear slightly more successful in safeguarding their teaching time, teaching on average 173 days, a decrease of one day, compared with 2009-10.

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 7.3 – Days taught and days missed by Reading Recovery teachers, sorted by teacher role in school: The UK and Ireland, 2010-11.

Teacher Role	Total Number of Teachers	Days Taught		Days Missed	
		Mean	SD	Mean	SD
RR teacher only	903	174.9	24.6	7.5	11.3
Class teacher and RR teacher	332	169.9	29.2	14	15.4
RR teacher and support	983	166.3	28.4	11.5	13.9
Other	231	162.9	34	15	16

NOTE: The difference in the total number of teachers is due to some teachers failing to enter data on their teacher role, or on days taught and missed.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

Table 7.3 demonstrates how teachers' other duties can impact upon their ability to provide daily lessons. Teachers whose sole responsibility was to deliver Reading Recovery missed fewer days teaching, an average of seven and a half days in total. This was also fewer than last year's average of nine days missed; something which seems to indicate increased commitment to delivering daily Reading Recovery lessons for children. These teachers were also able to teach more days than any other type of teacher (175 days on average).

Those who combined Reading Recovery with class teaching were twice as likely to be drawn away from their daily teaching, missing nearly double the number of days (14 on average). Notably though, this was three fewer days than they missed last year. Whilst this decrease in the number of missed days is welcome, the discrepancy between those who are solely Reading Recovery teachers and those who have other responsibilities, indicates how greater demands on a teacher's time can impact negatively upon their ability to work with Reading Recovery children on a daily basis.

Outcomes

Table 7.4 – Number of pupils served and their programme length, sorted by teacher training status, and programme outcome: The UK and Ireland, 2010-11.

Teacher Training Status/ Programme Outcome	Pupils Served		Programme Length	
	Number	Percentage	Mean	SD
Teachers in training				
Discontinued	4,498	79.2	18.1	4.7
Referred	1,182	20.8	19.9	4.6
Experienced teachers				
Discontinued	8,727	81.7	18.4	4.5
Referred	1,952	18.3	19.6	4.1

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

In 2010-11, teachers served, on average, eight Reading Recovery children. Experienced teachers completed programmes for, on average, six children (Table 7.4), whereas teachers in training completed slightly fewer; on average, five each. Experienced teachers not only completed more children's programmes, but were also able to solve the problems of a higher proportion of children than those learning to teach Reading Recovery for the first time: 82% of their children who completed were discontinued, compared with 79% discontinuing for teachers in training. Both these figures represent a 1% increase on 2009-10.

Children who reached discontinuing and were taught by more experienced Reading Recovery teachers completed their programmes after an average of just under 18 and a half weeks. Those taught by teachers in their training year completed their lesson series in a slightly shorter time; 18 weeks. As might be expected, new teachers were allowed slightly longer before referring children, on average half a week longer than their more experienced colleagues (20 weeks and 19 and a half weeks respectively).

Follow-up children

Table 7.5 – Follow-up progress of Reading Recovery children: The UK and Ireland, 2010-11.

	Number of Teachers	Number of Children	Lessons Taught	Accelerated Progress %	KS1 Assessment % at Level 2+	
					Reading	Writing
All teachers	2,945	24,107	73.7	81	73.2	57.9
Reading Recovery training status						
Trained	1,809	15,221	73.7	82	74.0	59.2
In training	1,136	8,886	73.5	79	64.5	43.9
Other training in addition to Reading Recovery						
RRiPLLe	161	1,250	72.8	79	77.0	65.6

NOTE: BAS Gains and Key Stage One National Assessment results include data for both Reading Recovery and follow-up only children, who had follow-up testing and National Assessments conducted this academic year.

NOTE: Key Stage One National Assessment results are UK only.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2010-11.*

The data on Key Stage One National Assessments in Table 7.5, refers to all children who completed their Reading Recovery series of lessons, including those who did not achieve accelerated learning during the programme and were referred to school for further support. The results just for children who discontinued having reached age-appropriate levels of literacy (81% of completed programmes) were 84% reading and 67% for writing (Table 6.1).

Experienced Reading Recovery teachers proved more successful in supporting Year Two children to achieve age-related outcomes in Key Stage One National Assessments. A number of factors could have contributed to this; for example, Reading Recovery teachers in their first year, work primarily with children in Year One. It is only in their second year that they begin to follow through children into Year Two, and become more aware of the expectations for achieving Level Two at Key Stage One National Assessments; something which can impact upon their expectations for children at the end of their programmes. Teachers in training are also only just beginning to widen their role in school; supporting other members of staff, and seeking to raise expectations of Reading Recovery children to participate fully in the classroom curriculum.

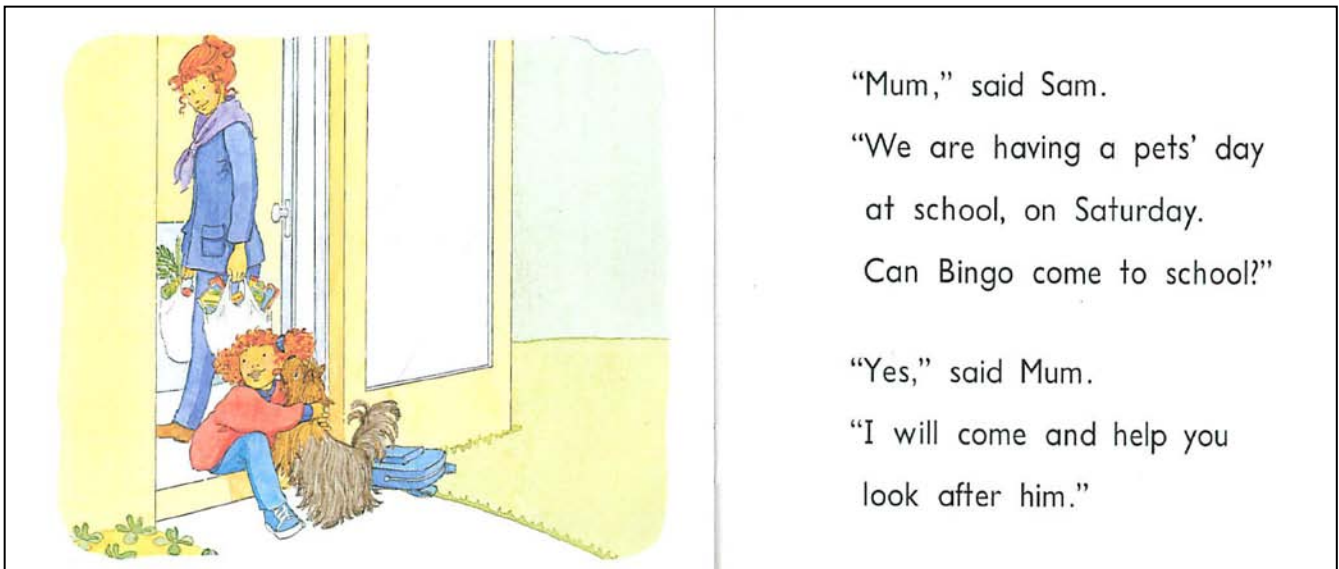
The further professional development programme for experienced Reading Recovery teachers, Reading Recovery in Primary Literacy Leadership (RRiPLLe) is especially designed to support the wider impact of Reading Recovery in schools. Table 7.5 shows our first examination in our monitoring data of the impact of this course, but it suggests that teachers who had undertaken RRiPLLe were able to provide stronger and more effective programmes in their schools.

Appendix A: Progress in Reading Recovery

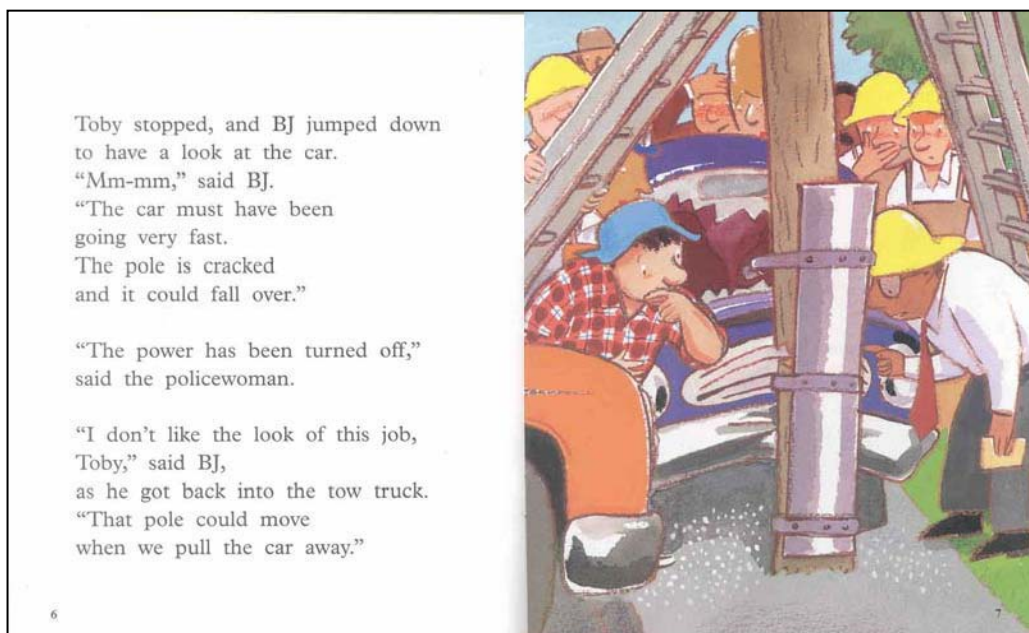
Typical text at Reading Recovery level one



Typical text at Reading Recovery level nine



Typical text at Reading Recovery level 17



Appendix B: Independent Evaluation of Every Child a Reader, 2011

In May 2011 the Department for Education in England published an independent evaluation of Every Child a Reader (ECaR). The report examined the implementation, impact and value-for-money of the strategy. For the full report, including a detailed executive summary go to: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR114>

Every Child a Reader and Reading Recovery

Every Child a Reader (ECaR) provides a layered approach to supporting children with reading in Key Stage 1. It is designed to support quality first teaching for all children through class-based teaching; small group (or less intensive one-to-one) intervention for children who can be expected to catch up with their peers with some additional support, and Reading Recovery for children who have been identified as having specific support needs.

Impact of Reading Recovery and ECaR

The evaluation provided strong evidence of the impact of ECaR and Reading Recovery in relation to its central aim of improving children's reading at Key Stage 1.

ECaR had an overall positive impact on school level reading and writing attainment. In the second year of its operation, ECaR improved school level reading attainment at Key Stage 1 by between two and six percentage points. School level writing attainment at Key Stage 1 was improved by between four and six percentage points in ECaR's second and third years of operation.

Reading Recovery had a positive impact on reading. At the end of Year 1, Reading Recovery had an impact of 26 percentage points on pupils reaching level one or above in their reading, as assessed by class teachers. Reading Recovery had a similar level of impact (23 percentage points) on pupils being assessed as good or very good at decoding text.

Reading Recovery had smaller positive impacts on reading related attitudes and behaviours. Significant positive impacts were found on always or sometimes: enjoying silent reading (17 percentage points), confidence in tackling a new book (12 percentage points) and voluntarily choosing extra books to take home (12 percentage points), as assessed by class teachers.

Reading Recovery also had wider impacts on pupils. Reading Recovery had an impact of 17 percentage points on parents encouraging the child to think that reading is important, as assessed by class teachers, and an impact of 18 percentage points on the ability of pupils to initiate ideas and activities.

The key issues affecting the implementation of ECaR in schools were: -

- **The role of Reading Recovery teachers:** Training and support for Reading Recovery teachers was praised for its relevance and suitability. An effective Reading Recovery teacher was crucial to the successful implementation of ECaR's layered approach.
- **The commitment of senior management:** Awareness and commitment at a senior level facilitated the provision of space and resources, and the relationships of Reading Recovery teachers with other school staff.
- **Other ECaR interventions were delivered in a more fragmented way than Reading Recovery:** Reading Recovery teachers found it challenging to train other staff to deliver the interventions given their other priorities, although this was more pronounced during the setting-up of the programme in the first year of ECaR.

Implementation was most effective where ECaR fitted with existing school priorities and an identified need, where Senior Managers understood the aims of the programme and championed Reading Recovery amongst pupils and staff, and where additional funding sources were identified early on. Internally recruited Reading Recovery teachers could speed up implementation by building on existing relationships to embed the programme within wider school procedures and strategies.

Fidelity to the Reading Recovery model was considered important to delivering sessions effectively, but incorporated some flexibility. Reading Recovery teachers spoke positively about the room for personal judgement within the Reading Recovery model.

Other factors also influenced the effective delivery of Reading Recovery: -

- Having a dedicated and discrete space, with adequate resources and in a supportive school infrastructure.
- The ability of Reading Recovery teachers to manage the sessions and their time in general.
- The ability to engage parents.

Conclusion

The evaluation demonstrated the impact of ECaR and Reading Recovery on the literacy attainment of children in Key Stage 1, and identified factors that underpin the successful delivery of the interventions. The research has shown how ECaR and Reading Recovery have the capacity to help children at risk of falling behind catch up with their peers early on in their school career. These findings match the positive views of the interventions held by the staff involved in delivery. If the progress these children make is sustained throughout school, the long-term benefits of ECaR would be expected to exceed the costs.

References

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