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Reading Recovery™ Annual Report for the UK and the Republic of Ireland: 2011-12

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Key findings from the Reading Recovery national monitoring report, 2011-12

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

Children served: Almost 15,000 children were served by Reading Recovery across the UK and Republic of Ireland in 2011-12, taught by more than 1,800 teachers. A further 7,775 children received a 'lighter touch' intervention, supported by the Reading Recovery teacher, meaning that the programme reached just under 23,000 children in all. However, this meant that more than 9,000 fewer children received Reading Recovery this year, a drop of around 40% on the previous year.

Outcomes: More than four in every five children (82%) who completed Reading Recovery in 2011-12, were lifted to age-appropriate levels of literacy, a small but welcome improvement on the previous year. This demonstrates that the quality of the implementation was maintained in spite of the issues and uncertainties surrounding the future of Reading Recovery and Every Child a Reader this year.

Key Stage 1 National Assessments: In England, seven in eight children (88%) who were successful in Reading Recovery went on to attain Level two or above in their Key Stage 1 National Assessments for reading, and nearly three quarters (74%) achieved the same in the Writing Assessment. This was a substantial improvement on the previous year (84% and 67% respectively), providing evidence of consistent impact on standards.

Key Stage 2 National Assessments: For the first time this year, a sufficient number of former Reading Recovery children had reached Year six, enabling worthwhile data analysis of Key Stage 2 National Assessments. The children targeted for Reading Recovery are those most likely to fail to reach Level three at the end of Key Stage 2. Nevertheless, of the 374 children reported who completed Reading Recovery at age six, including those who had not achieved the goals of the programme, 95% attained Level three or above in reading, and 78% attained Level four or above. In writing, 98% achieved Level three or above and 69% achieved Level four or above. Of those children who had been successful in Reading Recovery at age six, all but one child attained Level three or above in writing, and four out of five (84%) attained Level four or above. All but six attained Level three or above in reading, and more than eight out of ten attained Level four or above. It is worth repeating that these were the children who, at age five or six, were on track to fail to achieve Level three in their Key Stage 2 National Assessments.

Reading gains: Children identified for Reading Recovery were non-readers, even after three terms at school, but those who achieved accelerated progress (82% 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 (18% of completed programmes), nevertheless made progress, achieving an average reading age of five years 10 months, a gain of 12 months.

Closing the attainment gap: Economically disadvantaged children made up 47% of the cohort compared with 19% within the national cohort. Eight out of 10 (81%) of these children reached age-related expectations for literacy, alongside 83% of their more advantaged peers. Following Reading Recovery, children in poverty had gone from being two and a half times more likely to be among the lowest attaining, to being within two percentage points of their peers. At Key Stage 2 National Assessments, the gap between economically disadvantaged children and their peers was virtually none existent, with 82% and 86% respectively of discontinued children, achieving Level four or above in the Reading Assessment, and 74% attaining the same in the Writing Assessment, regardless of economic status.

Boys represented 60% of children in Reading Recovery and 81% of boys, alongside 85% of girls, were lifted to national expectation for literacy. At Key Stage 2 National Assessments though, the gap was even less apparent for these discontinued children, with 84% of boys and 83% of girls attaining Level four or above in the Reading Assessment, and 75% against 73% achieving the same in the Writing Assessment.

Special Educational Needs: Following Reading Recovery 1,595 children could be removed from the SEN register whilst 130 children could be identified early as requiring formal assessment (known as being 'allocated resource hours' in Ireland).

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

Teachers: Around one in eight teachers (12%) were in training during the data year 2011-12, and a further 635 teachers (34%) were in their first year after training. Just over half of all the teachers in training (52%) were working in Irish schools, reflecting a significant shift from previous years, when the majority of teachers being trained 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 but unusually those learning to teach Reading Recovery for the first time were able to solve the problems of a slightly higher proportion of children than their more experienced colleagues, with 88% and 82% of programmes discontinued, respectively.

Teacher leaders: The implementation was served by 79 teacher leaders, a reduction from 112 in the previous year. Of these, 14 (18%) were in their first year in the field. No teacher leaders were trained during 2011-12.

Schools: The programme operated in 127 local authorities or districts, through 1,775 schools. Of these 378 were in Ireland, an increase from 340 the previous year, and 1,395 were in England, a reduction from 2,427 in the previous year. Schools cited changes in funding mechanisms as the main reason for not continuing to offer the programme.

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).

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

This report represents an examination of Reading Recovery pupil outcomes for The United Kingdom and Ireland. The report accounts for all children served by Reading Recovery within the site during the 2011-12 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site.

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 in the UK?
7. What was the efficiency of the Reading Recovery implementation?

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

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

Table 1.1 – Number of children served: The UK and the Republic of Ireland, 2011-12.

Programme/ Intervention Name	Number of Children Served
Reading Recovery	14,936
Better Reading Partnership	5,458
Fischer Family Trust Wave 3	895
Other	862
Talking Partners	294
Early Literacy Support	248
Special	18
Total	22,711

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

14,936 children were served in Reading Recovery across the Republic of Ireland, Northern Ireland, England, Wales and Jersey taught by over 1,800 teachers (Table 1.1). A further 7,775 children received a 'lighter touch' intervention as part of the Every Child a Reader (ECaR) programme in England.

Table 1.2 – Size of the Reading Recovery implementation across the UK and the Republic of Ireland, 2011-12.

Region	Children Served	All Teachers	Teachers in Training	
			Number	Percentage
Entire Implementation	14,936	1,848	216	11.7
England	11,911	1,384	103	7.4
Republic of Ireland	3,017	463	112	24.2
Wales	8	1	1	100

NOTE: This table excludes teacher leaders.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

There were more than 1,000 fewer Reading Recovery teachers in 2011-12, compared with the overall number of almost 3,000 in the previous year (Table 1.2). The major contributing factor was the decline in the number of teachers in training in both the UK and Ireland, which had been reduced from over 1,000 in 2010-11 to 216 this year. The number of experienced teachers in Ireland had risen slightly. In the UK, around 200 fewer experienced teachers were working in Reading Recovery. That this number was not bigger is testament to schools' commitment to maintaining Reading Recovery even in tough economic times and severe budget restrictions. Further discussion of the teacher implementation is available in Section 7.

Table 1.3 – Number of children served in Reading Recovery across the UK and the Republic of Ireland, 2007-12.

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

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

This is the first year that there has been a decline in the number of children served in Reading Recovery, since data collection for the ECaR national rollout for England began in 2006-07. There were more than 9,000 fewer children across the whole implementation; a reduction of around 40% (Table 1.3). Largely, this was due to recent changes in Government funding arrangements across England. Conversely, in Ireland, the number of children served in Reading Recovery had risen slightly. Irish children now account for 20% of the total number of children taught in Reading Recovery.

Table 1.4 – Reading Recovery implementation information: The UK and the Republic of Ireland, 2011-12.

Number of LAs\districts served	127
Number of schools served	1,775
Number of teacher leaders	79
Trained	79
In training	0
Number of teachers	1,848
Trained	1,632
In training	216

NOTE: This table excludes teacher leaders.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Reading Recovery is widespread across the UK and Ireland, serving 127 local authorities/districts and 1,775 schools (Table 1.4) from 67 regional centres.

In the UK in 2011-12, the number of Reading Recovery schools fell by almost 1,000, with schools citing budget restraints as their reason for withdrawing from the programme. Twenty one local authorities did not continue to offer Reading Recovery support. In Ireland, the implementation continued to grow evidencing a three-fold expansion since 2006-07. Schools across Ireland are served by seven regional centres. Each draws from across the surrounding districts

Around one in eight teachers (12%) were in training during the data year 2011-12, and a further 635 teachers (34%) were in their first year after training. Just over half of all the teachers in training (52%) were working in schools in Ireland, reflecting a significant shift from previous years. In 2010-11, nine in 10 new teachers were working in English schools as part of the ECaR initiative.

From a total of 79 teacher leaders, 65 (82%) were experienced and 14 (18%) were in their first year in the field. No teacher leaders were trained during 2011-12.

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/Junior Infants) 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. In England, schools receive additional funding (currently £488 per pupil) for children receiving free school meals. This is one of the means by which schools fund intervention.

Special cohort group

Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and 'looked after' children (or children in the care of the local authorities).

Season of birth

Concern has been expressed nationally about the lower attainment of children born in the summer, and that these children remain disadvantaged throughout their subsequent schooling.

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 the Republic of Ireland, 2011-12.

Cohort Description	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
All children	14,936	100	10,918	100
Year group				
Age 5 - 6	9,542	63.9	6,152	56.3
Age 6 - 7	5,288	35.4	4,684	42.9
Age 7 - 8	92	0.6	75	0.7
Not recorded	14	0.1	7	0.1
Programme started				
This year	11,099	74.3	7,629	69.9
Last year	3,693	24.7	3,276	30
Not recorded	144	1	13	0.1
Gender				
Female	6,034	40.4	4,459	40.8
Male	8,898	59.6	6,457	59.1
Not recorded	4	0	2	0
First language				
English	11,752	78.7	8,602	78.8
Not English	3,180	21.3	2,312	21.2
Not recorded	4	0	4	0
Economic status				
Disadvantaged	7,048	47.2	5,096	46.7
Not disadvantaged	7,719	51.7	5,711	52.3
Not appropriate/ Not recorded	169	1.1	111	1
Special cohort group				
Asylum seeker or refugee child	39	0.3	32	0.3
'Looked after' child	224	1.5	161	1.5
No	13,997	93.7	10,264	94
Not appropriate/ Not recorded	122	0.8	81	0.7
Other special group	253	1.7	185	1.7
Traveller child	301	2	195	1.8
Ethnicity				
African	610	4.1	443	4.1
Any other Asian background	267	1.8	195	1.8
Any other Black background	242	1.6	185	1.7
Any other Mixed background	203	1.4	140	1.3
Any other White background	572	3.8	423	3.9
Bangladeshi	380	2.5	285	2.6
Caribbean	253	1.7	182	1.7
Chinese	34	0.2	24	0.2
Eastern European	561	3.8	355	3.3
Gypsy Roma	7	0	6	0.1
Indian	259	1.7	201	1.8
Not appropriate/ Not recorded	98	0.7	70	0.6
Other ethnic group	229	1.5	162	1.5

Cohort Description	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
Ethnicity continued...				
Pakistani	668	4.5	528	4.8
Traveller of Irish heritage	25	0.2	21	0.2
White and Asian	101	0.7	69	0.6
White and Black African	105	0.7	71	0.7
White and Black Caribbean	252	1.7	180	1.6
White British	7,529	50.4	5,540	50.7
White Irish	2,541	17	1,838	16.8
Season of birth				
Autumn	4,787	32.1	3,930	36
Spring	5,165	34.6	3,679	33.7
Summer	4,943	33.1	3,291	30.1
Not recorded	41	0.3	18	0.2

NOTE: "All Programmes" includes every child served by Reading Recovery in 2011-12, whereas "Completed Programmes" includes just those children whose programmes actually completed their lesson series during 2011-12. Children who did not complete in 2011-12 are expected to do so in 2012-13.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Reading Recovery in the UK and Ireland is targeted primarily towards children at around the age of six (after reception/foundation stage) to capitalise on advantages of early intervention. In the UK, the majority of children were identified for Reading Recovery in their first year of formal schooling after nursery/reception. In 2011-12, just over six out of every 10 children (64%) identified for Reading Recovery were in this category (Table 1.5). In Ireland, half of the children identified for Reading Recovery (50%) were in Senior Infants (age five to six). Approximately two thirds (66%) of the older children in the programme had started their series of lessons in the previous year.

A quarter (25%) of the cohort 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. This is a slight decrease on last year (28%) which indicates teachers are striving to complete lessons to avoid carrying children over the long summer break.

Boys outnumbered girls among the lowest attaining children by approximately three to two. This figure remains consistent with previous years.

Nearly half of the children (47%) in Reading Recovery came from economically disadvantaged homes. Whilst slightly lower than last year (48%), this a very high proportion compared with the distribution of such children in the general population (19%). These figures indicate that poor children are two and a half times more likely to be the lowest attaining in their age group and thus identified for Reading Recovery. However, it also indicates that children who are not recognised as disadvantaged may have serious literacy issues.

Just over one in five children (21%) receiving Reading Recovery were learning English as an additional language, consistent with last year's findings.

Two thirds (67%) of children came from White British or Irish backgrounds. This was an increase of 12% from 2010-11, with the biggest percentage rise in the number of White Irish children identified (17% in 2011-12 but only 8% the previous year). This is due to the growing implementation in Ireland meaning that Irish children are now a bigger percentage of the overall cohort. The largest ethnic minority group was Pakistani children with over 660 children (5%), although Black African children also made up a substantial proportion of the cohort (4%) with 610 children served.

Around 6% of children (817) were identified in special cohort groups including children in the care of local authorities, traveller children and refugee children. The percentage of looked-after children remained around 2%, but the percentage of traveller children rose slightly to 2% of the cohort.

Children's seasons of birth are recorded. Findings indicate an equal percentage of children identified across all three terms. This is a significant finding in that it allays concerns that summer born children missed being identified for Reading Recovery and were in danger of being further disadvantaged. This is positive. Table 2.3 considers the outcomes for these different intakes.

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 the Republic of Ireland, 2011-12.

Outcome/Time	Total Pupils	Mean	SD	Min.	Max.
Accelerated progress (Discontinued)					
Weeks	8,976	17.9	46	1	35
Lessons	8,976	71.7	19	8	160
Lost Lessons	8,976	17.8	11.5	-55	122
Progress (Referred)					
Weeks	1,942	19.3	4.6	1	35
Lessons	1,942	74.5	19	15	140
Lost Lessons	1,942	22	14	-66	122

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.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

It took just under 18 weeks (72 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 around half a week, compared with 2010-11, thus indicating improved efficiency over time. There was also another minor decrease in the average number of lost lessons this year. The evidence suggests a trend towards shorter lesson series, which enables children to return to age-appropriate performance in class more quickly, and allows teachers to serve more children a year in Reading Recovery. 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 over 19 weeks. Again, this reflects a slight reduction in lesson length from last year. These children also tended to miss slightly more lessons, on average four more, than those who achieved accelerated progress. It is likely that such missed lessons are a contributory factor preventing children from reaching the goals of the programme. Further analysis of outcomes for referred children is considered in Section 7.

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): 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.)

Table 2.2 – Programme outcomes for children receiving Reading Recovery: The UK and the Republic of Ireland, 2011-12.

Outcome	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
Accelerated progress (Discontinued)	8,976	60.1	8,976	82.2
Progress (Referred)	1,942	13	1,942	17.8
Ongoing	2,913	19.5		
Incomplete	756	5.1		
Left	349	2.3		

NOTE: “All Programmes” includes every child entering Reading Recovery in 2011-12, whereas “Completed Programmes” includes just those children whose programmes actually completed their lesson series during 2011-12. Children who did not complete in 2011-12 are expected to do so in 2012-13.

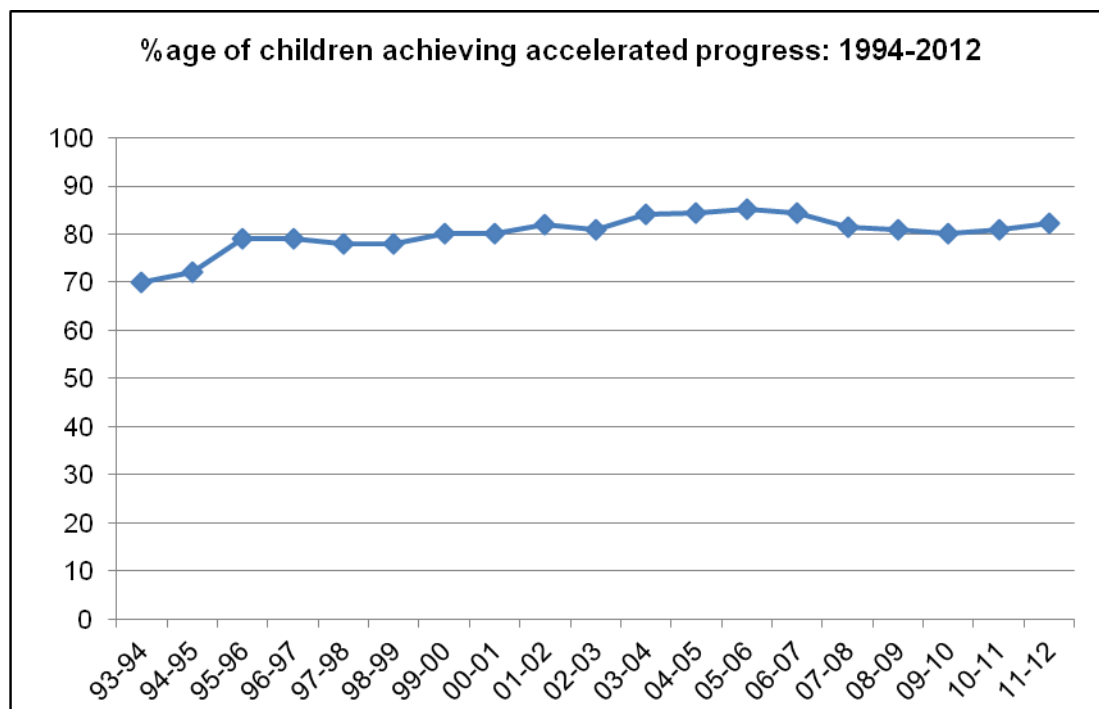
SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

In 2011-12, more than four out of five (82%) of the lowest attaining children achieved accelerated learning in Reading Recovery, reaching independent levels of literacy within the required time (Table 2.2). This is a small, but very heartening improvement on last year's outcome, and maintains the high outcomes attained since the introduction of Reading Recovery and its first annual monitoring in 1993-94. 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), this was a tremendous achievement and testament to the efforts of both teachers and children. It demonstrates that the quality of the implementation was sustained in spite of all the issues and uncertainties surrounding the future of Reading Recovery and ECaR this year.

The percentage of lessons reported as incomplete was 5% lower than the 10% reported in 2010-11. This indicates a possible stabilising of the implementation after the concerns over funding and support last year.

Around one in five children (20%) 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, over the last nineteen years: The UK and the Republic of Ireland, 1994-2012.



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

Table 2.3 – Characteristics of all children with completed programmes, and their outcomes: The UK and the Republic of Ireland, 2011-12.

Characteristic	Children		No. of Lessons	Entry		Book Level		% Accelerated Progress
	Number	%		Exit	3 Months	6 Months		
All children	10,918	100	72.2	1.4	15.8	17.3	18.8	82.2
Year group								
Age 5 - 6	6,152	56.3	69.1	1.2	15.2	16.7	18.4	83.6
Age 6 - 7	4,684	42.9	76.2	1.7	16.6	17.7	18.8	80.3
Age 7 - 8	75	0.7	77.9	1.8	17.7	18.7	19.9	85.3
Not recorded	7	0.1	55.8	3	16.6	20	-	85.7
Programme started								
This year	7,629	69.9	69.2	1.5	15.9	17.7	20.1	84.7
Last year	3,276	30	79.2	1.3	15.7	16.9	18.5	76.5
Not recorded	13	0.1	83	1.7	17	16.5	17.8	84.6
Gender								
Female	4,459	40.8	71.6	1.6	16.1	17.5	19	84.6
Male	6,457	59.1	72.6	1.3	15.7	17.1	18.6	80.5
Not recorded	2	0	73	1.5	16.5	-	-	100
First language								
English	8,602	78.8	72.5	1.5	15.8	17.2	18.6	81.3
Not English	2,312	21.2	71.1	1.3	15.9	17.8	19.4	85.8
Not recorded	4	0	59.8	1.5	12.5	-	-	50
Economic status								
Disadvantaged	5,096	46.7	72.9	1.4	15.7	17.2	18.5	80.9
Not disadvantaged	5,711	52.3	71.6	1.5	16	17.4	19	83.3
Not appropriate/ Not recorded	111	1	69	2.2	15.9	17.5	19.5	84.7
Special cohort group								
Asylum seeker or refugee child	32	0.3	72.6	1.5	16.7	17.7	19.8	93.8
'Looked after' child	161	1.5	70.6	1.5	15.8	17	19	82
No	10,264	94	72.1	1.5	15.9	17.3	18.8	82.7
Not appropriate/ Not recorded	81	0.7	72.4	1.3	15.2	16.9	18.1	80.2
Other special group	185	1.7	72.7	1.2	14.5	16.3	17.6	69.7
Traveller child	195	1.8	76.9	1	14.4	15.2	16.3	66.7
Ethnicity								
African	443	4.1	72.7	1.3	16.2	18.1	20.6	87.1
Any other Asian background	195	1.8	70.6	1.5	15.9	17.7	18.2	86.7
Any other Black background	185	1.7	70	1.6	16.3	18.2	20.9	88.6
Any other Mixed background	140	1.3	72	1.8	16.1	17.6	19.6	83.6
Any other White background	423	3.9	72.8	1.4	15.5	17.6	19.3	81.1
Bangladeshi	285	2.6	69.9	1.1	16.2	17.9	19.6	87
Caribbean	182	1.7	72.7	1.5	15.7	17.6	18.7	84.1
Chinese	24	0.2	79.5	1.3	15.8	16.9	21	83.3
Eastern European	355	3.3	73.9	1.2	16.2	18.1	19.1	85.9
Gypsy Roma	6	0.1	74.2	0.3	12	-	-	50
Indian	201	1.8	69.9	1.7	16.2	183.3	19.2	90
Not appropriate/ Not recorded	70	0.6	70.7	1.6	15.1	16.9	19.7	78.6
Other ethnic group	162	1.5	70.2	1.6	15.7	17.4	18.9	84
Pakistani	528	4.8	69.9	1.2	15.8	17.8	19.3	86
Traveller of Irish heritage	21	0.2	73	1.5	17.4	19.8	22.7	85.7
White and Asian	69	0.6	74.4	1.5	16.1	17.1	18.7	79.7
White and Black African	71	0.7	75.2	1.4	16.2	17.1	19.3	87.3
White and Black Caribbean	180	1.6	73.4	1.3	15.3	16.5	18.3	76.7
White British	5,540	50.7	72.1	1.3	15.2	16.4	18	76.8
White Irish	1,838	16.8	73.4	1.9	17.6	19	20.3	93.4
Season of birth								
Autumn	3,930	36	73.9	1.1	15.4	16.8	18.8	82.6
Spring	3,679	33.7	71.5	1.5	15.9	17.4	18.6	81.9
Summer	3,291	30.1	71	1.8	16.4	17.8	19	82.2
Not recorded	18	0.2	69.8	2.3	14.9	16.7	21	77.8

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

The achievement gap that was evident in the disproportionate numbers of boys and the over-representation of poor children among the least able (Table 1.5) had been almost closed by the end of their Reading Recovery programmes. 81% of boys, alongside 85% of girls, were lifted to national expectation for literacy (Table 2.3). This is an improvement, by 2% for both genders, on last year's outcomes.

Economically disadvantaged children made up 47% of the whole cohort (Table 1.5), but 81% of these children reached age-related expectations for literacy, very close to the 83% of their economically more advantaged peers (Table 2.3). This indicates that, following Reading Recovery, children in poverty had gone from being two and a half times more likely to be among the lowest attaining, to them being within two percentage points of their peers; the attainment gap between children in poverty and their more advantaged peers had virtually closed. Data also shows an improvement since 2010-11, when 78% and 83% children respectively achieved age-appropriate literacy levels.

Children whose first language was not English were more successful than their English first language peers this year, with 86% and 81% discontinuing respectively. This clearly indicates that speaking 'English as an Additional Language' is not a barrier to success in Reading Recovery. Whilst the gap between English speakers and those speaking other languages has narrowed very slightly since the previous year, from 6% in 2010-11 to 5% in 2011-12, there are still evident concerns about levels of language for children who speak only English.

Although small group sizes mean that data should be treated cautiously, children from ethnic minority groups were very successful with more than five out of six achieving accelerated learning. Variation in outcomes for different ethnic minority groups are relatively small, demonstrating that Reading Recovery can close the attainment gap for children from different ethnic groups, as well as those speaking different languages. The outcomes show considerable consistency, with almost all groups reaching above a 75% success rate. Irish and Indian children were exceptionally successful, reaching 93% and 90% respectively. The only groups causing real concern are the Traveller and Gypsy Roma groups, although the sample is small. These children started the programme with the lowest attainment of all groups, across all measures.

Of the 161 'looked after' children who had completed their lessons by the end of the year, 132 (82%) achieved accelerated learning, as did 30 of the 32 asylum seeker or refugee children (94%). Approximately two thirds (67%) of the traveller children who completed the programme within the year, achieved accelerated progress. This is slightly lower than last year (73%), but the number of traveller children completing programmes had risen by 4% to 65%. This serves to indicate that teachers were aiming to address the high levels of mobility by completing traveller child programmes before children moved on or ensuring their programmes were picked up and completed in their new schools.

In contrast to the 2010-11 data findings, children's season of birth did not appear to be a factor in differing intake or outcomes this year. 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. Approximately a third of children were taken into Reading Recovery each term and outcomes were consistently around 82%. This could be related to the reduced number of teachers in training this year. In new school implementations, first screenings for entry into Reading Recovery take 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. It appears that over time the distribution evens out as an implementation becomes embedded.

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.

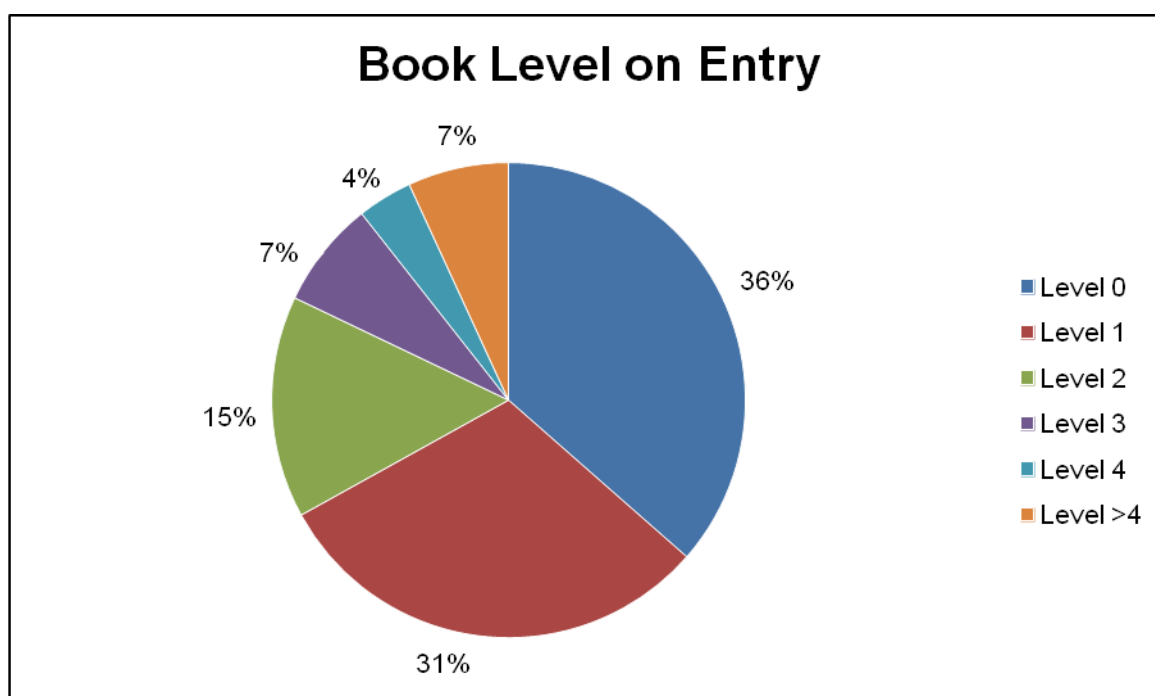
Table 3.1 – Scores on *Observation Survey* tasks for Reading Recovery children, at entry to and exit from, the programme: The UK and the Republic of Ireland, 2011-12.

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			
Entry	14,936	1.5	1.9	43	10.1	11.4	3.7	7.7	5.6	10.3	8.2	21.5	9.7	4:10
All completed programmes	10,918	15.8	3.8	52.1	4	19.3	3.1	20.7	3.5	36.6	15.7	34.2	4.2	6:7
At discontinuing	8,976	17.2	2.2	52.7	3	19.9	2.7	21.7	2	39.5	15	35.1	2.7	6:10
At referral	1,924	9.7	3.8	49.2	6.2	16.3	3.4	16.3	5.2	23.2	11.3	29.9	6.8	5:10

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Figure 3.1 – Book Level on programme entry, for children with completed programme outcomes: The UK and the Republic of Ireland, 2011-12.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

The children in Reading Recovery were the lowest achieving in their class, and when they started the programme they had learned very little about reading and writing (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. The average Book Level at entry was just one, a short, predictable text, with few words on the page, and just one word changed on each page, the changed word strongly indicated by the picture (see Appendix A).

Figure 3.1 indicates that around one in five children in the cohort (82%) were below Reading Recovery Book Level three at programme entry. This reflected a reduction from last year's 85%, meaning more children were taken into Reading Recovery reading at a slightly higher level, with a 2% rise in children reading at level four or above. There was also a reduction of 5% in the number of children who entered Reading Recovery being unable to read any published text; from 41% over the last two years to 36% this year. This is the lowest figure since 2006 when 37% of children were unable to read any printed text. This could be indicative of a general upward trend in literacy levels in schools with more experienced teachers who are working to achieve wider impact on literacy across the school.

Children's programmes are discontinued when they are judged by an independent observer to be able to read and write independently, within the average band for their class and age. Children in Reading Recovery made considerable progress on all measures (Table 3.1) with those children who achieved accelerated progress (82% 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.

On average, children whose programmes were discontinued were able to read a level 17 text, gaining 16 text levels. This meant they were able to read a story with elaborated episodes and events, extended descriptions, some literary language, full pages of print, more unusual and challenging vocabulary and less support from illustrations (see Appendix A). Their writing vocabulary had increased from around 10 words to around 40 words written correctly within a timed assessment.

Children who do not achieve the accelerated progress required for the programme to be discontinued, are referred back to the school for longer-term support. This year, just one in five of children with completed programmes (18%) were referred, but these children had still made considerable progress, reaching, on average, Book Level nine, the same as the outcome in 2010-11 (see Appendix). These are simple story books with some repetition of phrase patterns, ideas and vocabulary, several lines of text and around 20 to 40 words per page. Storylines involve a number of incidents and some literary conventions are introduced. These children had also increased their writing vocabulary to around 23 words. Although still behind their peers, these children can no longer be considered non-readers and writers. The large standard deviation suggests a large number of children who are 'near misses' (reading at around Level 12 or 13), and who potentially could have reached discontinuing levels. This has implications for length of lessons (see Table 7.5).

Table 3.2 – Changes in average attainment in literacy prior to Reading Recovery, over the last fifteen years: The UK and Ireland, 1994-2012.

Year	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	
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
2012	14,936	1.5	1.9	43	10.1	11.4	3.7	7.7	5.6	10.3	8.2	21.5	9.7	4:10

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

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 a continued increase in Letter Identification and Hearing and Recording Sounds in Words scores over time. Concepts about Print scores though, 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. Other than BAS, all measures of literacy at entry to the programme showed a small increase. This is further evidence of experienced teachers working to support literacy across the school.

Table 3.3 – Exit scores on *Observation Survey* tasks for children with discontinued Reading Recovery programmes, by year group: The UK and the Republic of Ireland, 2011-12.

Year Group	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	
Age 5 - 6	5,144	16.5	1.8	52.6	3.1	19.6	2.7	21.6	2	37.4	13.7	35.1	2.7	6:10
Age 6 - 7	3,762	18.1	2.4	52.7	2.8	20.3	2.6	21.7	2.1	42.2	16.2	35.2	2.7	6:10
Age 7 - 8	64	18.4	2.6	52.8	1.7	20.3	2.9	21.7	2.2	47.5	18	34.9	2.7	6:10
Not recorded	6	17.7	2.7	53.3	0.8	21.7	2.1	22.5	0.8	47.5	16	36.7	0.8	6:10

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

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.

Table 4.1 – Follow-up scores on *Observation Survey* tasks for children with discontinued Reading Recovery programmes: The UK and the Republic of Ireland, 2011-12.

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age Mean
		Mean	SD	Mean	SD	
At discontinuing	15,623	17.1	2.2	39.4	14.9	6:10
3 month follow-up	10,212	18.4	3.1	44.2	16.6	7:1
6 month follow-up	7,282	20	3.5	49.2	18.4	7:4

NOTE: This group includes all children who had follow-up only testing in 2011-12 (i.e. those who completed their programmes in 2010-11 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, 2011-12.*

Six months after the end of their series of lessons, without further individual teaching, children who had achieved the goals of Reading Recovery (82% of completed programmes) not only maintained the gains they had made during their programme, but continued to make normal progress gaining one month in reading age every month (Table 4.1). These were children who had made very little progress in literacy, prior to Reading Recovery. Findings suggest that they had now acquired independent strategies for reading and writing. Children made progress gains of three book levels in six months. This is slightly lower than in 2010-11, when the average was four. The average six month follow-up writing vocabulary scores for these children were also slightly lower. Whilst differences are slight, it may suggest the need to improve the tracking and ongoing support for children in their first months following Reading Recovery.

Table 4.2 – Follow-up scores on *Observation Survey* tasks for children with referred Reading Recovery programmes: The UK and the Republic of Ireland, 2011-12.

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age Mean
		Mean	SD	Mean	SD	
At referral	3,242	9.4	3.8	22.5	11.4	5:10
3 month follow-up	2,010	10	4.3	26.3	12.9	6:1
6 month follow-up	1,494	11	4.9	29.5	14.1	6:4

NOTE: This group includes all children who had follow-up only testing in 2011-12 (i.e. those who completed their programmes in 2010-11 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, 2011-12.*

Children who were referred for longer term support (18% of completed programmes) also maintained their programme gains in the six months following the end of one-to-one teaching and, remarkably, these children also demonstrated a normal rate of continuing progress, gaining one month in reading age every month (Table 4.2). These were children who had made almost no progress in literacy learning prior to Reading Recovery suggesting that, whilst they had made insufficient progress to be deemed independent readers and writers, they had nevertheless acquired some strategies for reading and writing which enable them to continue to progress.

As with those children whose programmes were discontinued, referred children also evidenced a slight drop this year in the number of words they could write six months after Reading Recovery. Gains in Book Level remained consistent with 2010-11 outcomes.

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 such a 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 the Republic of Ireland, 2011-12.

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	10,918	5,106	46.8	3,882	35.6	1,748	16	163	1.5	19	0.2
After RR	10,918	6,701	61.4	2,619	24	1,204	11	293	2.7	101	0.9
Discontinued											
Before RR	8,976	4,524	50.4	3,084	34.4	1,255	14	97	1.1	16	0.2
After RR	8,976	6,314	70.3	1,882	21	587	6.5	118	1.3	75	0.8
Referred											
Before RR	1,942	582	30	798	41.1	493	25.4	66	3.4	3	0.2
After RR	1,942	387	19.9	737	38	617	31.8	175	9	26	1.3

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12*

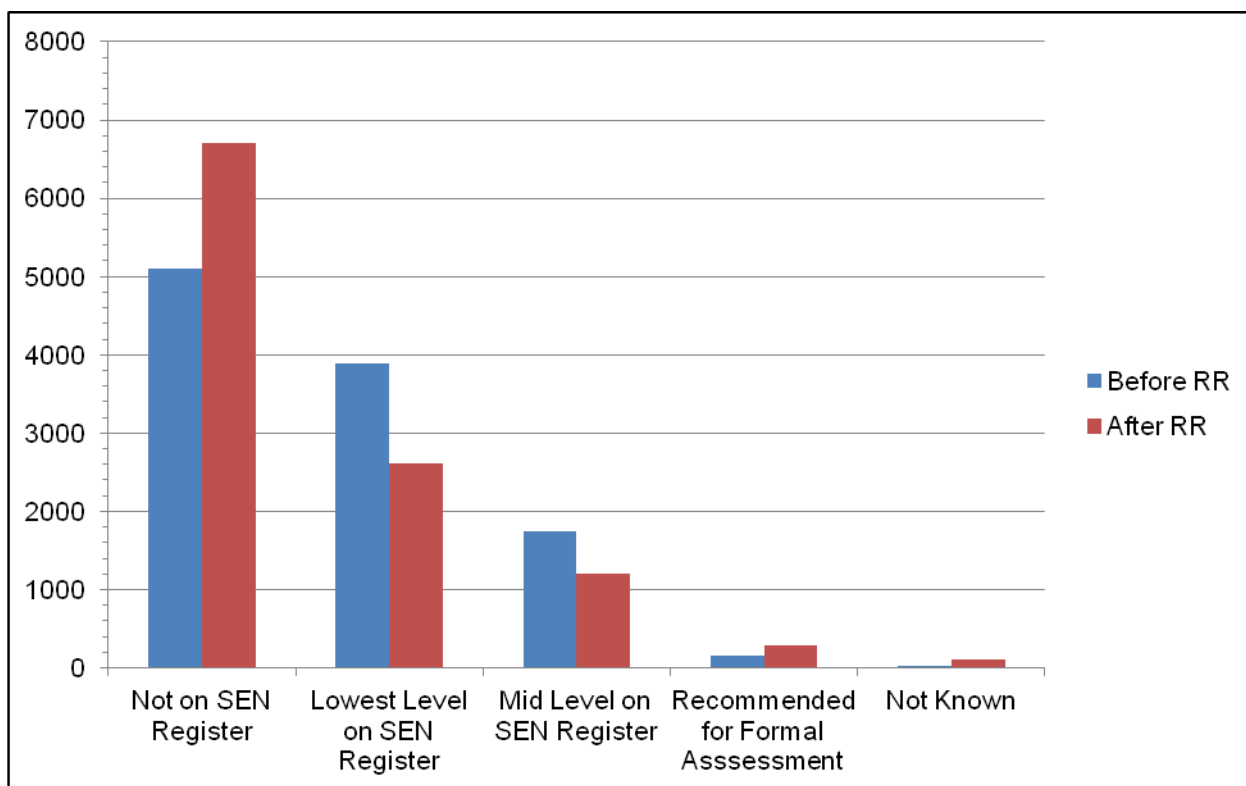
In 2011-12, 1,595 children were removed from the register of special educational needs following Reading Recovery, representing around 15% of those who completed the programme (Table 5.1), with the majority of these being removed from the lowest level of SEN. These children were no longer deemed to have special educational needs; something which indicates that Reading Recovery can act as a mechanism for reducing the level of demand for SEN services.

293 children were recorded as recommended for formal assessment (known as being 'allocated resource hours' in Ireland), 130 of whom were identified as in need of further specialist literacy support during the course of their Reading Recovery programmes. This reinforces the role of Reading Recovery in identifying children with the most severe special educational needs in mainstream education.

387 of the children who were referred at the end of their lesson series were still reported as not identified on the SEN register, even after a period of intensive and individual teachers had proved insufficient to address their specific and complex literacy needs. It would benefit schools to look further at this outcome and reconsider provision for these children.

Despite making accelerated progress, there was a small rise (21) in the number of children recommended for formal assessment following their Reading Recovery. 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.

Figure 5.1 – Changes in allocation on registers of Statement of Education Need, for children with completed Reading Recovery programmes: The UK and the Republic of Ireland, 2011-12.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Analysis of outcomes indicate that a successful Reading Recovery implementation can both substantially 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, when remedial help is likely to be more effective.

These findings are visually evident in Figure 5.1.

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

Key Stage 1 National Assessments

Children in England undergo continuing teacher assessment in reading and writing during their time in Key Stage 1. 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 1 outcomes of Reading and Writing National Assessments for Reading Recovery Children, sorted by programme outcome: England, 2011-12.

Programme Outcome/ National Assessment Level	Key Stage 1 Reading		Key Stage 1 Writing	
	number	percent	number	percent
Discontinued	5,669	100	5,651	100
Below Level 1	1	0	29	0.5
1	678	12	1,455	25.7
2c	1,495	26.4	2,291	40.5
2b	2,327	41	1,553	27.5
2a	1,007	17.8	289	5.1
3	161	2.8	34	0.6
2+	4,990	88	4,167	73.7
2b+	3,495	61.7	1,876	33.2
All completed programmes	7,128	100	7,112	100
Below Level 1	78	1.1	199	2.8
1	1,581	22.2	2,414	33.9
2c	1,807	25.4	2,567	36.1
2b	2,474	34.7	1,603	22.5
2a	1,023	14.4	294	4.1
3	165	2.3	35	0.5
2+	5,469	76.7	4,499	63.3
2b+	3,662	51.4	1,932	27.2

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

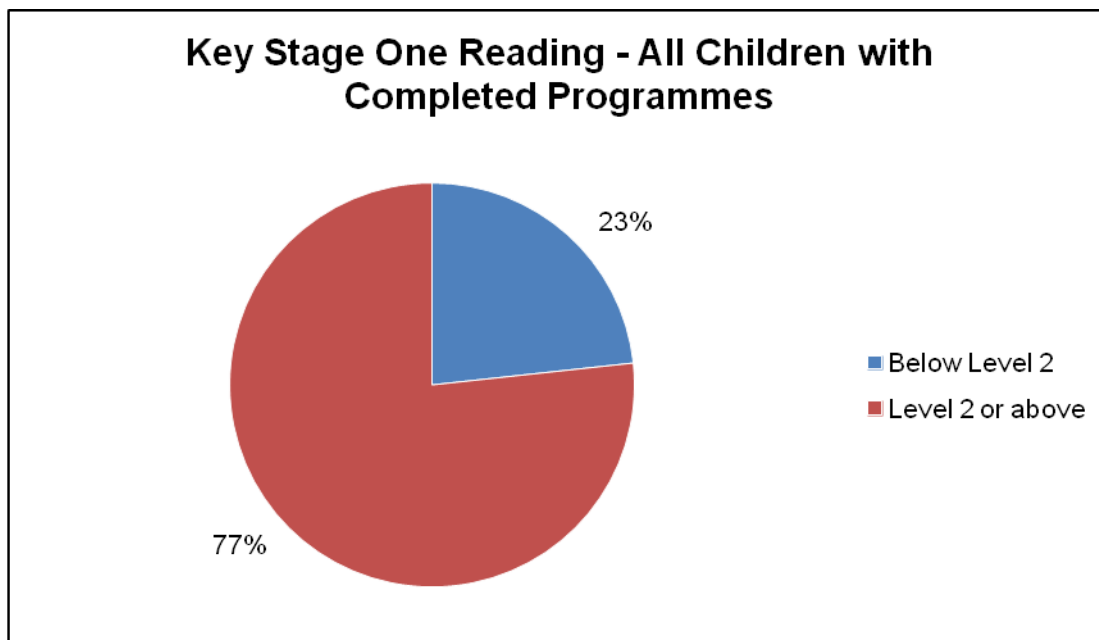
SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Over three quarters (77%) of all the children who completed their Reading Recovery programmes, whether discontinued or referred, attained Level two or above in their Key Stage 1 Reading National Assessments (Table 6.1). This is a 3% percent increase on the reported outcomes for 2010-11 (74%), which demonstrates sustained, improving outcomes for Reading Recovery children. Similarly, 63% achieved the same in the Writing Assessment, compared with 58% last year. These findings demonstrate the positive benefits, up to a year later, of the programme, not just for those who made accelerated progress, but also for those who were referred. The data also further supports the suggestion that some children were referred, in spite of being very close to levels required for discontinuing (see Section 3). The improvements in writing attainment are welcome, particularly as writing is a national concern. However, writing levels at exit from Reading Recovery, as measured by Writing Vocabulary, have remained fairly consistent over time (Table 3.1) so further analysis of writing samples and lesson records would help to identify factors impacting this improvement.

Seven in eight children (88%), who achieved accelerated progress in Reading Recovery, attained National Curriculum Level two or above in their Key Stage 1 Reading National Assessments, and nearly three quarters (74%) achieved the same in the Writing Assessment (Table 6.1). This is a substantial improvement on the previous year (84% and 67% respectively). This maintains the pattern of high outcomes established in previous years and provides clear evidence of consistent impact on standards. Data clearly indicates that these children performed above expectation, thus attesting the effectiveness of Reading Recovery as an early literacy intervention.

These impressive Key Stage 1 National Assessment results are represented diagrammatically in Figures 6.1 to 6.4.

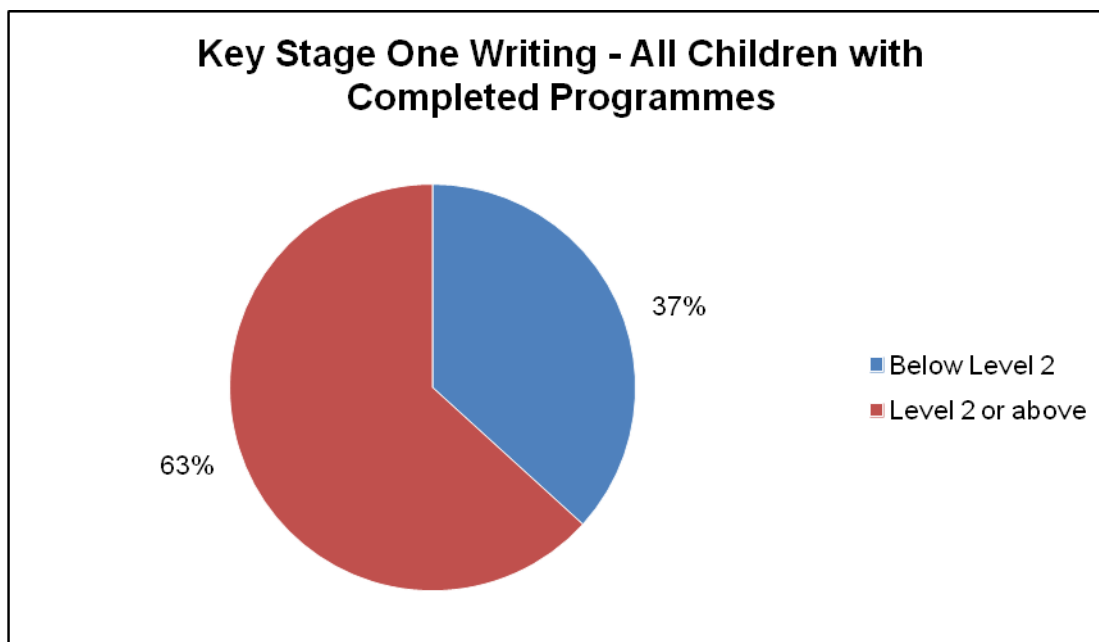
Figure 6.1 – Key Stage 1 outcomes of Reading National Assessments for Reading Recovery children with completed programmes: England, 2011-12.



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, 2011-12.*

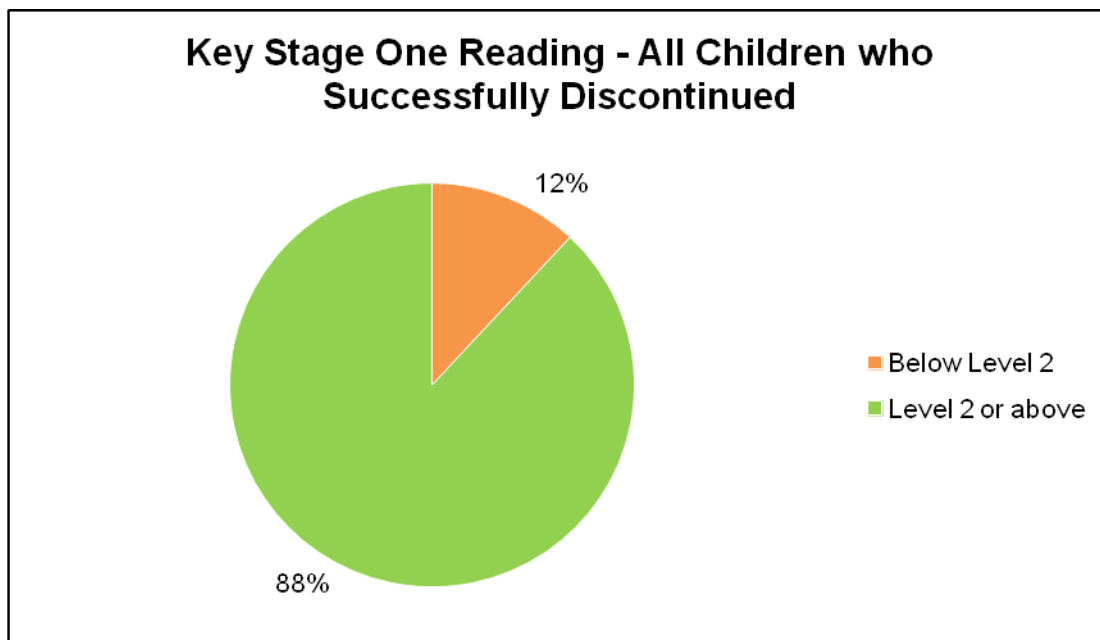
Figure 6.2 – Key Stage 1 outcomes of Writing National Assessments for Reading Recovery children with completed programmes: England, 2011-12.



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

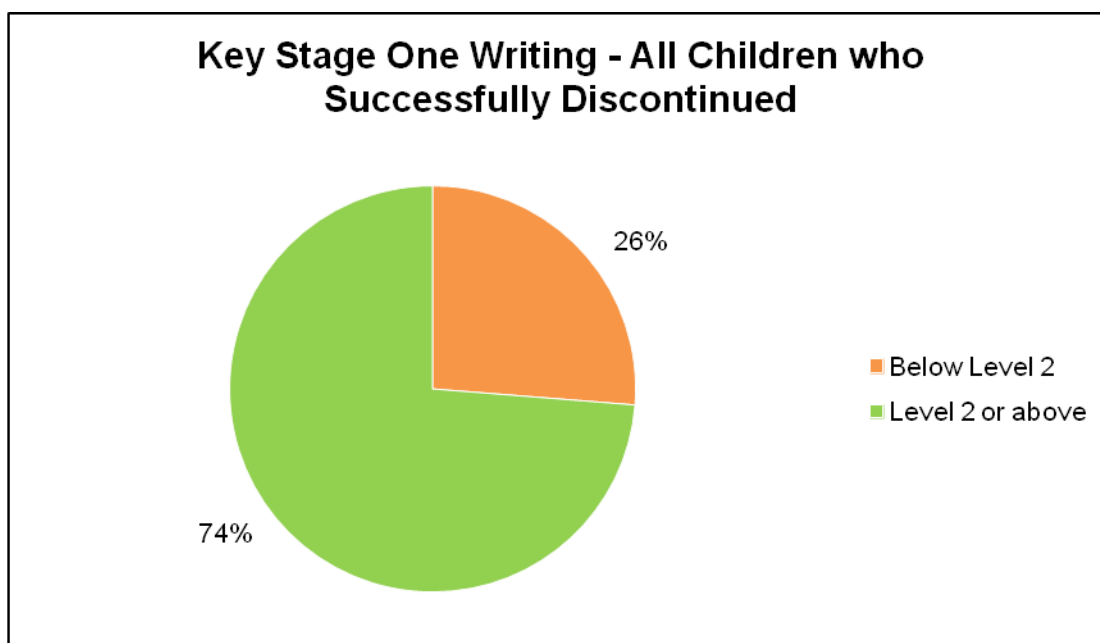
SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Figure 6.3 – Key Stage 1 outcomes of Reading National Assessments for Reading Recovery children with discontinued programmes: England, 2011-12.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Figure 6.4 – Key Stage 1 outcomes of Writing National Assessments for Reading Recovery children with discontinued programmes: England, 2011-12.



SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Table 6.2 – Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics: England, 2011-12.

Characteristic	Key Stage 1 Reading				Key Stage 1 Writing			
	Level 2+		Level 2b+		Level 2+		Level 2b+	
	number	%age	number	%age	number	%age	number	%age
Gender								
Female	2,028	88.1	1,422	61.8	1,786	77.9	866	37.8
Male	2,962	88	2,073	61.6	2,381	70.9	1,010	30.1
First language								
English	3,682	87.2	2,587	61.3	3,035	72.1	1,359	32.3
Not English	1,308	90.4	908	62.8	1,132	78.4	517	35.8
Economic status								
Disadvantaged	1,843	84.6	1,220	56	1,500	69	629	28.9
Not disadvantaged	3,095	90.2	2,251	65.6	2,629	76.9	1,237	36.2
Not appropriate/Not recorded	52	85.2	24	39.3	38	62.3	10	16.4

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year two during 2011-12, had discontinued programme outcomes, and who had Key Stage 1 SATs results provided.

NOTE: %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with discontinued programmes and Key Stage 1 SATs results provided.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Table 6.3 – Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programmes, sorted by background characteristics: England, 2011-12.

Characteristic	Key Stage 1 Reading				Key Stage 1 Writing			
	Level 2+		Level 2b+		Level 2+		Level 2b+	
	number	%age	number	%age	number	%age	number	%age
Gender								
Female	2,206	78.1	1,487	52.6	1,931	68.5	892	31.7
Male	3,263	75.8	2,175	50.6	2,568	59.8	1,040	24.2
First language								
English	4,036	74.8	2,707	50.2	3,284	61.1	1,401	26.0
Not English	1,433	82.6	955	55.1	1,215	70.2	531	30.7
Economic status								
Disadvantaged	2,050	71.7	1,296	45.3	1,642	57.5	655	22.9
Not disadvantaged	3,367	80.1	2,342	55.7	2,819	67.3	1,267	30.2
Not appropriate/Not recorded	52	81.3	24	37.5	38	59.4	10	15.6

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year two during 2011-12, had completed programmes, and who had Key Stage 1 SATs results provided.

NOTE: %age refers to the percentage of children with completed programmes in this group, who received these marks out of a total of all those in the group with completed programmes and Key Stage 1 SATs results provided.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

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

Between children in poverty and their more advantaged peers, the attainment gap for those who completed Reading Recovery in 2011 or 2012, had been significantly reduced, with 72% and 80% respectively achieving Level two or above in the Reading Assessment and 58% against 67% achieving the same in the Writing Assessment (Table 6.3). Given that these children were 50% more likely to be amongst the lowest attaining, this represents a remarkable change in their fortunes.

Between boys and girls, the gap at Key Stage 1 National Assessments was 9% in writing and only 2% in reading. For children with discontinued programmes, the gender gap in reading had completely closed (Table 6.2).

Children who spoke English as an additional language were actually slightly more successful than their English first language peers, with a gap of 9% in writing and 8% in reading.

Key Stage 2 National Assessments

Table 6.4 – Key Stage 2 outcomes of Reading and Writing National Assessments for former Reading Recovery Children, sorted by programme outcome: England, 2011-12.

Programme Outcome/ National Assessment Level	Key Stage 2 Reading		Key Stage 2 Writing	
	number	percent	number	percent
Discontinued	317	100	315	100
Below Level 2	2	0.6	0	0
2	4	1.3	1	0.3
3	46	14.5	82	26
4	198	62.5	212	67.3
5	67	21.1	20	6.3
3+	311	98.1	314	99.7
4+	265	83.6	232	73.7
All completed programmes	374	100	373	100
Below Level 2	11	2.9	2	0.5
2	9	2.4	7	1.9
3	62	16.6	115	30.8
4	222	59.4	228	61.1
5	70	18.7	21	5.6
3+	354	94.7	364	97.6
4+	292	78.1	249	66.8

NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had discontinued/ completed programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

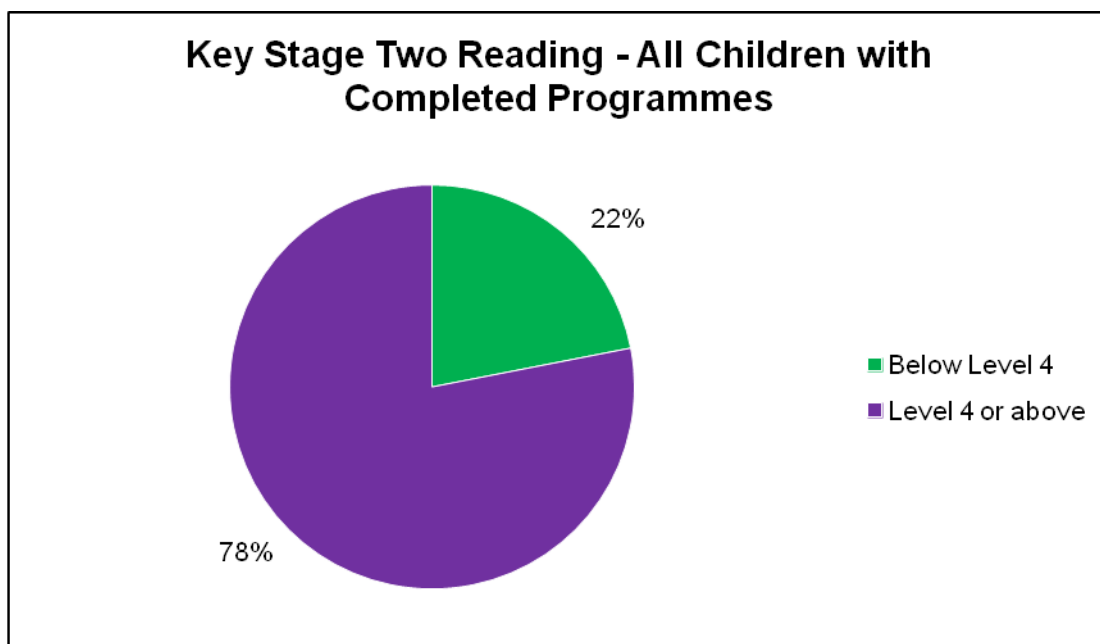
2011-12 was the first year since ECaR data collection began, that sufficient numbers of former Reading Recovery children had reached Year six, enabling worthwhile data analysis of Key Stage 2 National Assessments. The results were very impressive (Table 6.4).

Five in six children (84%) who had achieved accelerated progress in Reading Recovery, attained National Curriculum Level four or above in their Reading Assessment, and nearly three quarters (74%) attained the same in writing. This clearly attests the long term benefits of Reading Recovery.

Even more impressive, nearly every child who had achieved accelerated progress in their Reading Recovery programmes achieved a Level three or higher in both their Key Stage 2 National Assessments (98% in the Reading Assessment, and 99.7% in the Writing Assessment). Nationally, the statistic of 7% or 30,000 children every year, failing to reach National Curriculum Level three at age 11, has been stubbornly resistant to change. Expectations for these lower attaining children though, have been raised considerably in the light of these favourable outcomes after Reading Recovery.

The data also shows that seven in nine children (78%) who had completed the programme (attained accelerated progress or referred for further support) achieved Level four or above in their Key Stage 2 Reading National Assessments, and 95% achieved Level three or above. Additionally, two thirds of these (67%) reached Level four or above in their Writing Assessment, and nearly all (98%) attained Level three or above. This shows that even children who had not made accelerated progress during their Reading Recovery programmes, benefited in the long term.

Figure 6.5 – Key Stage 2 outcomes of Reading National Assessments for Reading Recovery children with completed programmes: England, 2011-12.

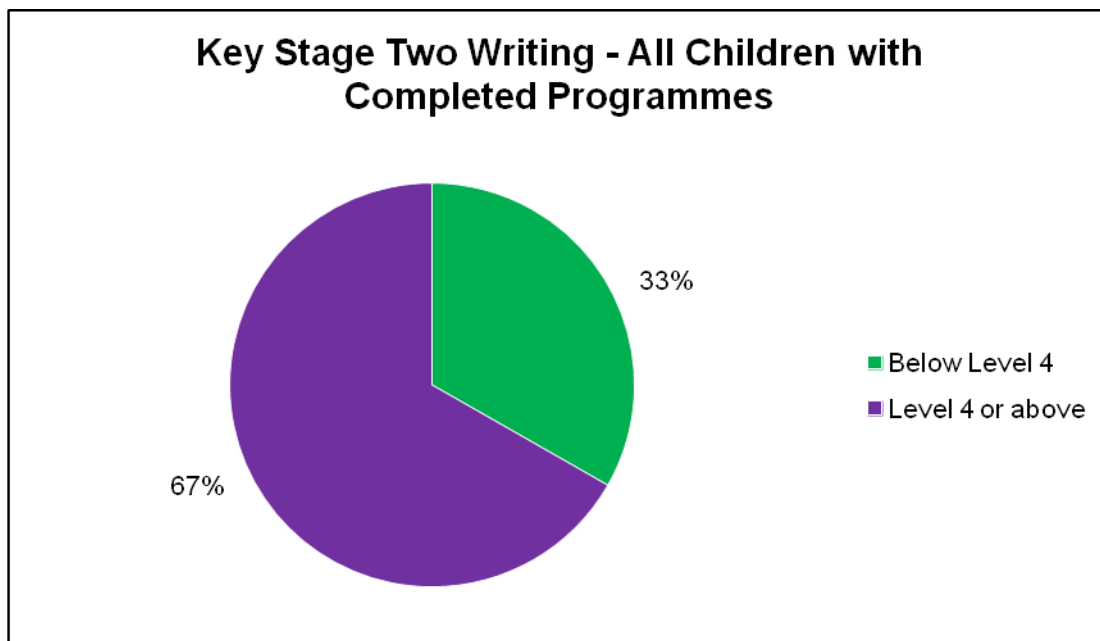


NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had completed programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Figure 6.6 – Key Stage 2 outcomes of Writing National Assessments for Reading Recovery children with completed programmes: England, 2011-12.

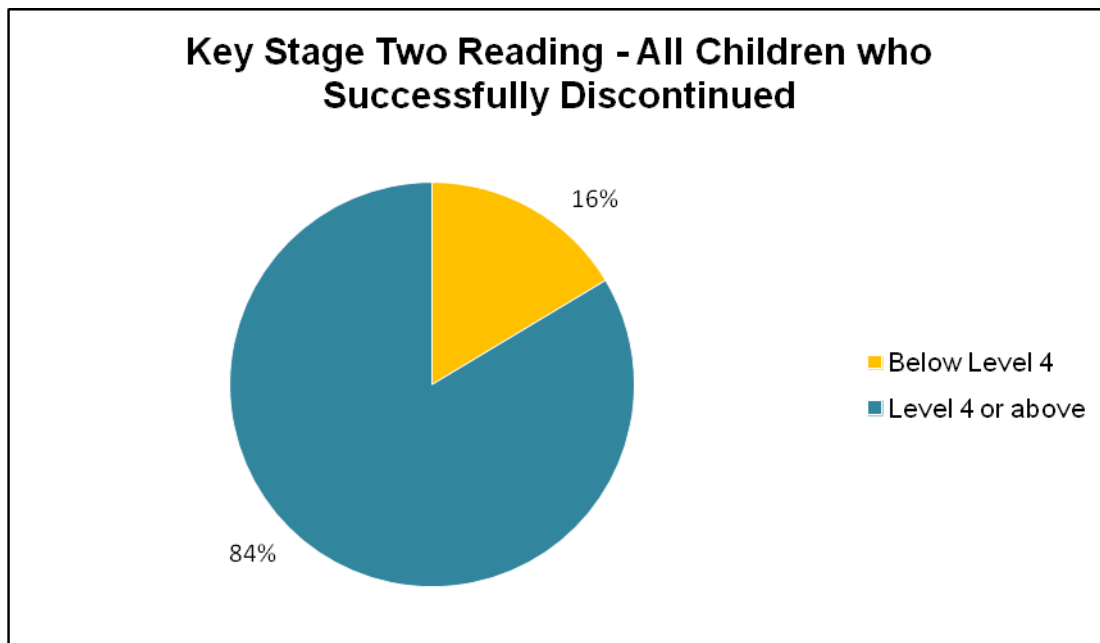


NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had completed programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

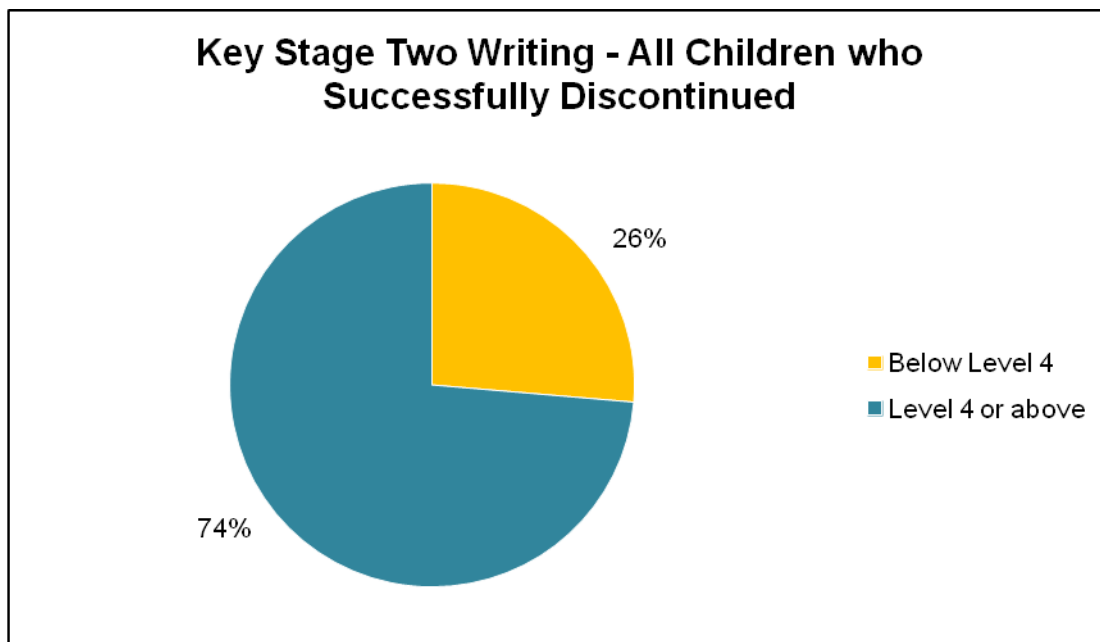
Figure 6.7 – Key Stage 2 outcomes of Reading National Assessments for Reading Recovery children with discontinued programmes: England, 2011-12.



NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had discontinued programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Figure 6.8 – Key Stage 2 outcomes of Reading National Assessments for Writing Recovery children with discontinued programmes: England, 2011-12.



NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had discontinued programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Table 6.5 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics: England, 2011-12.

Characteristic	Key Stage 2 Reading				Key Stage 2 Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	number	%age	number	%age	number	%age	number	%age
Gender								
Female	120	100	101	84.2	120	100	90	75
Male	191	97	164	83.2	194	99.5	142	72.8
First language								
English	187	96.9	152	78.8	190	100	122	64.2
Not English	116	100	107	92.2	117	100	105	89.7
Not recorded	8	100	6	75	7	87.5	5	62.5
Economic status								
Disadvantaged	158	99.4	130	81.8	160	100	118	73.8
Not disadvantaged	143	96.6	127	85.8	145	100	107	73.8
Not appropriate/Not recorded	10	100	8	80	9	90	7	70

NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had discontinued programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

NOTE: %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with discontinued programmes and Key Stage 2 SATs results provided.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Table 6.6 – Key Stage 2 outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programmes, sorted by background characteristics: England, 2011-12.

Characteristic	Key Stage 2 Reading				Key Stage 2 Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	number	%age	number	%age	number	%age	number	%age
Gender								
Female	130	95.6	108	79.4	135	99.3	97	71.3
Male	224	94.1	184	77.3	229	96.6	152	64.1
First language								
English	220	94	174	74.4	225	97.8	133	57.8
Not English	126	95.5	112	84.8	132	97.8	111	82.2
Not recorded	8	100	6	75	7	87.5	5	62.5
Economic status								
Disadvantaged	178	94.2	144	76.2	186	96.9	128	66.7
Not disadvantaged	166	94.9	140	80	169	98.8	114	66.7
Not appropriate/Not recorded	10	100	8	80	9	90	7	70

NOTE: These children were in Reading Recovery during 2006-07 or 2007-08, and had completed programmes. They were in Year six during 2011-12, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

NOTE: %age refers to the percentage of completed children in this group, who received these marks out of a total of all

those in the group with discontinued programmes and Key Stage 2 SATs results provided.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Almost every child with a completed Reading Recovery programme, achieved Level three or above in their Key Stage 2 Reading and Writing National Assessments, irrespective of poverty, gender and language (Table 6.6). Given that Reading Recovery is specifically to address the cohort of children who fail to reach Level three at the end of Key Stage 2, this is a remarkable success.

At Level four, the attainment gap between children in poverty and their peers had disappeared in writing and was just 4% in reading. Clearly gains made in Reading Recovery had been maintained. At this level, following Reading Recovery, it would appear that poverty and gender cease to be an issue, but language, perhaps indicative of further cultural difficulties, may be.

The results for children who discontinued in 2007 or 2008 were even more impressive (Table 6.5). This indicates that achieving the criteria for discontinuing from Reading Recovery at age six is a protective factor ensuring success at Level four in Key Stage 2.

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.

Table 7.1 – Experience of Reading Recovery teachers: The UK and the Republic of Ireland, 2011-12.

Years of Experience	Reading Recovery Teachers	
	Number	Percentage
In training year	216	11.7
Trained	1,632	88.3
Trained in previous year	635	34.4
Trained 2-3 years ago	628	34
Trained 4-5 years ago	234	12.7
Trained more than 5 years ago	135	7.3

NOTE: This table excludes teacher leaders.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

There were 1,848 Reading Recovery teachers in 2011-12 (Table 1.2). This indicates that teacher numbers have dropped sharply, by almost a third, from 2,945 in 2010-11. This decrease reflects the financial uncertainty for schools and local authorities/districts.

Around one in eight teachers (12%) were in training during the data year 2011-12. Just over half of all the teachers in training (52%) were working in Irish schools, reflecting a substantial change from previous years. In 2010-11, for instance, nine in 10 teachers in training were working in English schools as part of the ECaR initiative. This year teachers in training made up just 7% of the total number of Reading Recovery teachers in England representing a change in the balance of the cohort to more experienced teachers.

A further 635 teachers (34%) were in their first year after training and thus were still refining their skills in Reading Recovery (Table 7.1). About 20% of the cohort had four or more years of experience in the programme compared with just 12% of the total teacher work force at that level of experience in 2010-11. This relates to the expansion of ECaR which saw numbers of teachers in training grow from 36 in 2005 to 262 in 2009. It is these teachers who have now been teaching for four years.

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.

Trained Reading Recovery teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for the support of children who do not receive Reading Recovery. Those who combine Reading Recovery with class teaching are often able to demonstrate the application of Reading Recovery principles in the classroom. However, the demands made upon a Reading Recovery teacher's time can interrupt daily lessons and undermine

the effectiveness of the intervention. Part time teachers, on the other hand, whose sole responsibility is Reading Recovery, can risk being marginalised, and their potential contribution to wider school standards, can be lost.

Table 7.2 – Days taught and days missed by Reading Recovery teachers, sorted by teacher experience, and role in school: The UK and the Republic of Ireland, 2011-12.

Training Status	Total Number of Teachers	Days Taught		Days Missed	
		Mean	SD	Mean	SD
Teachers in training	216	165.3	29.4	11	11.8
Experienced teachers	1,632	162.5	39.1	13.2	20.7
Teacher Role					
RR teacher only	537	169.9	36.2	7.7	12.7
Class teacher and RR teacher	188	157.8	44	19	26.4
RR teacher and support	964	161.2	35.4	14.1	20.9
Other	126	153.7	50.9	16.6	21.3

NOTE: This table excludes teacher leaders.

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.

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

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Experienced teachers missed slightly more lessons than teachers in their training year, although a wide standard deviation is evident (Table 7.2) suggesting wide individual differences. However, both groups were available to teach for fewer days than last year, representing a slight but continuing decline in teachers' availability for daily teaching since ring-fenced funding for schools in England was removed in 2010. This year, sees the lowest availability recorded for experienced teachers since 2007.

More than two thirds of all teachers in Reading Recovery had responsibility for other forms of learning support in their schools or class teaching responsibilities.

Teachers whose sole responsibility was to deliver Reading Recovery missed fewer days teaching, an average of eight days, but even these had fewer opportunities to teach compared with last year, representing one more week lost from the lesson series for every child.

Class teachers, SENCOs and headteachers/principals were most likely to have other calls on their time, which interrupted their Reading Recovery teaching. Those who combined Reading Recovery with class teaching were more than twice as likely to be drawn away from their daily teaching, missing 19 days on average.

It is likely that greater demands are now being made on all Reading Recovery teachers' time, which is likely to impact negatively upon their ability to achieve fast efficient outcomes with Reading Recovery children.

Table 7.3 – Number of pupils served and their programme length, sorted by teacher training status, and programme outcome: The UK and the Republic of Ireland, 2011-12.

Teacher Training Status/ Programme Outcome	Pupils Served		Weeks in Programme		Lessons in Programme	
	Number	Percentage	Mean	SD	Mean	SD
Teachers in training						
Discontinued	920	87.9	18.9	5.1	72.6	20
Referred	127	12.1	19.5	4.8	71.1	19
Experienced teachers						
Discontinued	7,953	81.6	17.8	4.5	71.7	18.8
Referred	1,791	18.4	19.2	4.5	74.9	18.9

NOTE: This table excludes teacher leaders and the children taught by them.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

Reading Recovery is a short-term intervention, and there is an imperative for teachers to work briskly. There is no set 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.

When working with experienced teachers, children achieved the programme goals in just under 18 weeks or 72 lessons, representing on average, 36 hours of teaching (Table 7.3). As is to be expected, teachers in training take a little longer to complete lessons for these children. Referred children who did not achieve the goals of the programme were, appropriately, given slightly longer (19 weeks, on average), although in that time they were more likely to have missed lessons.

This year, teachers in training were able to lift slightly more children on average to age-appropriate levels of literacy than their more experienced colleagues (88% and 82% respectively). This is an unexpected finding, contrasting with previous years, and will warrant further analysis.

Table 7.4 – Number of Reading Recovery lessons missed, sorted by reason for lesson missed and by programme outcome: The UK and the Republic of Ireland, 2011-12.

Programme Outcome	Lessons Missed				Total
	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	
All children					
Number of lessons lost	65,129	34,699	30,096	59,446	189,370
Average lessons per child	5.2	2.8	2.4	4.7	12.8
<i>Standard deviation</i>	5.6	2.7	3.7	5.5	10.9
Discontinued children					
Number of lessons lost	44,862	24,860	22,329	42,207	134,258
Average lessons per child	5.1	2.8	2.5	4.8	15.1
<i>Standard deviation</i>	5.3	2.7	3.6	5.4	10
Referred children					
Number of lessons lost	12,981	6,526	4,770	10,898	35,175
Average lessons per child	6.9	3.5	2.5	5.8	18.3
<i>Standard deviation</i>	6.4	3.1	3.9	6.4	11.1

NOTE: This table excludes teacher leaders and the children taught by them.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2011-12.*

In all, almost three school weeks (13 days) of teaching was lost to children in Reading Recovery owing to a range of factors (Table 7.4).

Child absence and being in school but unavailable for lessons, was higher for referred children who lost more than 18 lesson opportunities.

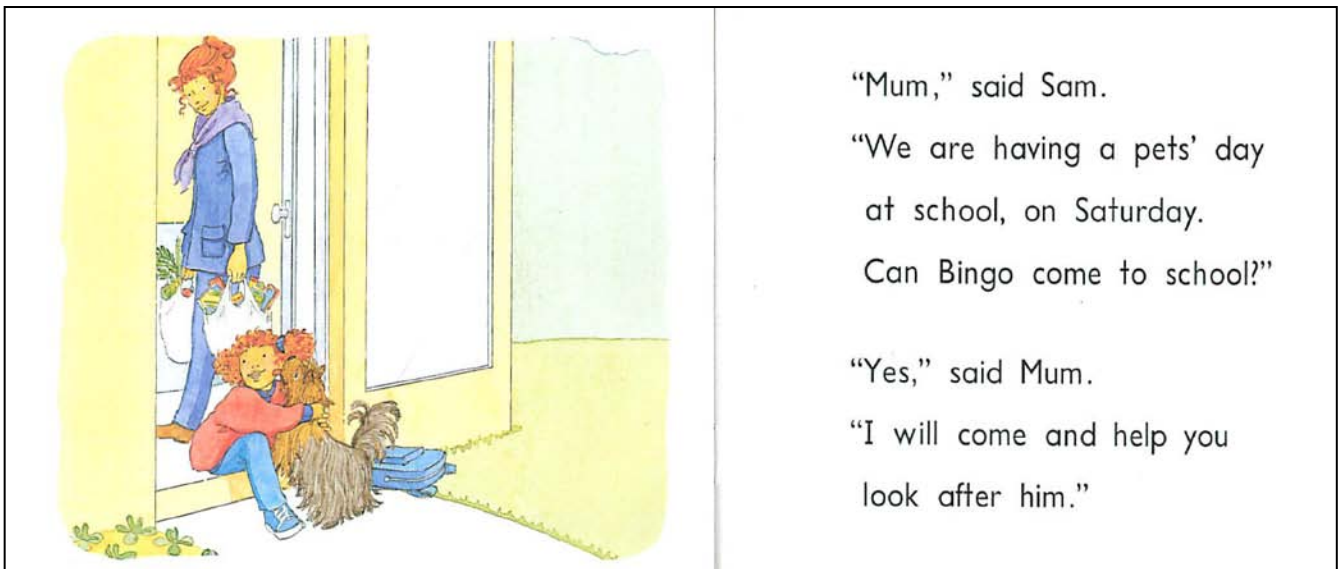
Teachers were unavailable to teach for an average of five days and again the link between lost teaching opportunities and children not making accelerated progress, leading to them being referred, is clear. This has implications for the Reading Recovery implementation nationally, given that data indicates referred children sustaining the gains made in Reading Recovery (Table 6.4) and identifies the existence of potential 'near misses' (Table 3.1).

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

