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Reading Recovery™ annual report for the United Kingdom and the Republic of Ireland: 2013-14

Technical Report

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Introduction

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

Reading Recovery is an early intervention. Proficiency needs to develop early if children are to engage in reading and writing fluently and with enjoyment. Once children have begun to fail, it becomes more difficult and more costly to enable them to regain normal progress. There is considerable evidence that a poor start in literacy can lead to serious long term problems, and there are compelling educational, financial and moral reasons to prioritise 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 those children most at risk of failure, such as children in poverty and those who have made the least progress in their pre-school and early school experience.

The key to a successful implementation of Reading Recovery is in the model of professional development, with three levels of professional support: school-based teachers working with the hardest-to-teach children are supported by teacher leaders working at local level and serving a number of schools. They in turn are trained and supported by university based national leaders.

Though Reading Recovery has proved to be robust in many challenging settings, the potential impact on children's learning is governed by the quality of the implementation. For more information see 'Standards and Guidelines for Reading Recovery' (International Literacy Centre, 2014).

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. Across 21 years consistent outcomes have been shown for children across the UK and Republic of Ireland with more than eight out of ten 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 presents Reading Recovery pupil outcomes for the United Kingdom and the Republic of Ireland in 2013-14. It includes data for all pupils receiving Reading Recovery across England, the Channel Islands and the Republic of Ireland. Reading Recovery teachers are a valuable resource in a school. Many also work as learning-support teachers in designated areas of educational disadvantage by advising, mentoring and supporting others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions. The report provides numbers of children supported in a range of these other interventions.

The information was collected by the International Literacy Centre at the Institute of Education, London, as a part of the Reading Recovery annual monitoring procedure. Further information about Reading Recovery is available, please visit <http://ilc.ioe.ac.uk> or email ilc@ioe.ac.uk.

Key findings for the United Kingdom and the Republic of Ireland in academic year 2013-14

Between 2013 and 2014, the Reading Recovery implementation reduced in size, but for those children who received Reading Recovery outcomes remained strong. Long term outcomes for children reaching Key Stage Two, after having Reading Recovery in Key Stage One, were particularly strong.

Size of the implementation

Children: 11,435 children received Reading Recovery, one thousand fewer than in 2012-13. Sadly the one remaining school in Wales ceased to offer Reading Recovery. A further 7,015 children were supported by the Reading Recovery teacher in other interventions, so a total of 18,450 children benefited from having a Reading Recovery teacher in their school.

Teachers: There were 1,532 Reading Recovery teachers, including 288 new teachers. 393 experienced teachers did not continue, making an overall reduction in teacher capacity of 105. Across the whole implementation Reading Recovery teachers each served an average of 7.5 pupils in Reading Recovery across the year.

Outcomes at the end of Reading Recovery

Completed lesson series: Outcomes at the end of Reading Recovery improved very slightly from 84% who achieved accelerated progress in 2013 to 85% in 2014. These children reached age-appropriate levels of literacy in less than 18 weeks (71 lessons). Children who made progress but not enough to be considered independent had just under 20 weeks (77 lessons).

Characteristics of the cohort

Year group: Three out of four children came from the first year of formal schooling (Year One/Senior Infants), and younger children had a higher rate of success (86% compared with 82%). However the average masks national differences, in England seven out of ten children came from the younger age group; in Ireland, four out of ten.

Carried over children: The great majority of those who did not complete their lesson series within one school year achieved discontinuing in the following year. However, there appear to be risks associated with a lesson series extended over the summer holiday with slightly lower completion and success rates (79% achieving accelerated progress compared with 86% of those who received all their lessons within the same school year).

Sex, language, ethnicity and poverty: Distribution of the cohort across male and female, economic status, and first language remained unchanged on previous years. Ethnic mix also remains little changed except for a steady increase over the past five years in the proportion children from an Eastern European background and a reduction of children from Pakistani heritage. The proportion of Traveller children has also increased and their likelihood of completing their lesson series improved slightly.

Season of birth: Children entering Reading Recovery are evenly spread by season of birth, in all implementations, suggesting that children are not disadvantaged by their date of birth in accessing the help they need. Autumn born children have a slightly higher completion rate than their summer born peers although, for those who do complete, differences in success rate are small.

Progress

Entry and exit measures: Children made considerable progress on all measures during the course of their lesson series. The great majority (77%) of children entered the programme as non-readers, working at Book Level 2 or below. Children who made accelerated progress reached Book Level 17 and those who made progress but were referred for longer term support reached on average Book Level 10 (see Appendix A).

Changes to BAS standardisation made a marked difference. The same entry levels which, in 2013, were analysed as 5:1, were analysed as 5:4 in 2014. Exit levels for children who reached discontinuing which were previously assessed at 6:10 were assessed as 6:4 in 2014. Therefore the gain for children who reached discontinuing was 12 months reading age in 18 weeks of tuition, or just under three times normal rate of progress. This is an excellent outcome for children who, prior to the intervention had made considerably less than average progress. However, it was less than previous year's analysis. It seems unlikely that the BAS scores accurately reflect a reduced performance for Reading Recovery children given the stability of other assessments, including outcomes in Key Stage One or Key Stage Two National Assessments, and that the Observation Survey has been standardised and found to be highly reliable as a predictive measure (Holliman, A., & Hurry, J., 2012; CRI 2014, <http://www.rti4success.org/observation-survey-early-literacy-achievement-reading>).

Outcomes of Key Stage One National Assessments in England

In England, National Assessment Data were collected for 4,448 children at the end of Key Stage One, a year after the end of their Reading Recovery lesson series in most cases and a measure of their ability to maintain the gains made earlier.

All completed programmes: Almost four out of five (79%) of all children who completed a Reading Recovery lesson series, including those who did not make accelerated progress, achieved Level 2 or above in reading at the end of Key Stage One, and 54% achieved Level 2b or above. This represented an increase of 1% on the previous year. Two out of three (67%) of all children who had completed a Reading Recovery lesson series achieved Level 2 in writing and one in three (30%) achieved Level 2b or above. It is worth noting that this is a comparison of the whole population (50% boys, 18-19% children in poverty and one in five drawn from the lowest attaining 20%) with Reading Recovery children (typically 60% boys, 48% children in poverty and all taken from the lowest attaining 20%). This was an outstanding achievement for children who had been identified as at particular risk of failing in literacy at age five and unlikely to reach Level 2.

Accelerated progress: Of those children who had made accelerated progress in Reading Recovery, nine out of ten (89%) reached Level 2 in reading, commensurate with the national average for the whole population (90%). Two out of three (64%) reached Level 2b or above, a 1.4% increase on the previous year. In writing three out of four (76%) reached Level 2c, a little below the national average for the whole population (86%) and one in three (35%) reached Level 2b or above. This suggests that successfully completing a Reading Recovery programme enables children to work comfortably within the average band, and to have a reasonable chance of moving into the high average band.

Five year follow-up: Key Stage Two National Assessments in England

National Assessment data were collected for 1,644 children at the end of Key Stage Two, five years after the end of their Reading Recovery programmes. For a third consecutive year, data show these children going on to achieve excellent results at age 11, with large improvements in outcomes on the previous year across all measures but especially on children reaching higher levels in writing.

All completed programmes: 96% of all children who had completed Reading Recovery in Key Stage One, went on to achieve Level 3 or above in reading at the end of Key Stage Two, and **80% achieved Level 4 or above**.

This puts these children comfortably in line with national outcomes for all children taking Key Stage Two National Assessments in 2014, among whom 95% achieved Level 3 or above and 89% achieved Level 4 or above. It is worth stating that this is a comparison of the whole population (typically 50% boys, 18-19% children in poverty and one in five among the lowest attaining 20% at age five) with Reading Recovery children (typically 60% boys, 48% children in poverty and all among the lowest attaining 20% at age five).

In writing, 95% of all children who had completed Reading Recovery in Key Stage One went on to achieve Level 3 or above and **70% achieved Level 4 or above**. These were children who, at five would have been considered the most likely to go on to fail to achieve Level 3.

Accelerated progress: Of those children who had made accelerated progress in Reading Recovery at age six, **99% reached Level 3** in reading and **85% reached Level 4 or above**. In writing, **99% achieved Level 3 or above** and **77% achieved Level 4 or above**.

Closing the attainment gap at age 11

Gender: Among boys who had achieved accelerated progress in Reading Recovery at age six, **85% achieved Level 4 or above** at age 11, very close to attainment for all boys nationally, i.e. across the whole ability spectrum (87%, DES, 2014¹).

Among all boys who had completed Reading Recovery at age six, including those who had not made accelerated progress, 80% achieved Level 4 or above. Only 4% of boys attained below Level 3 compared with 5% across the whole national population even though, in addition to the gender difference, the Reading Recovery cohort were the lowest attaining at age five.

Economic disadvantage: Among children in poverty who had achieved accelerated progress in Reading Recovery at age six, **84% attained national curriculum Level 4 or above** at age 11.

Among all children in poverty who had completed Reading Recovery, including those who had not achieved accelerated progress, 76% attained National Curriculum Level 4 or above. Just 6% of children in poverty attained below Level 3, compared with 5% of the whole national population, even though, in addition to the factor of poverty, the Reading Recovery cohort were the lowest attaining at age five, deemed the most likely to fail to achieve Level 3.

This demonstrates that a strong Reading Recovery implementation, in which almost all children are enabled to succeed, has the potential to close the attainment gap completely and permanently for children in poverty.

Julia Douetil
October 30 2014

¹ DES-SFR-30-2014 (Sept 2014)

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

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

b) Size of implementation

Table 1.1 – Number of children served: The United Kingdom and the Republic of Ireland, 2013-14.

Programme/ Intervention Name	Number of Children Served
Reading Recovery	11,435
BRP	4,480
Fischer Family Trust Wave 3	993
Other	825
RR-led Intervention	346
Talking Partners	206
Early Literacy Support	126
Special	39
Total	18,450

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

11,435 children were served in Reading Recovery across the Republic of Ireland, England, Guernsey and Jersey (Table 1.1), one thousand fewer than in 2012-13. A further 7,015 children were supported by the Reading Recovery teacher in other interventions so a total of 18,450 children benefitted from having a Reading Recovery teacher in their school. They were taught by more than 1,500 teachers (Table 1.2).

Table 1.2 – Size of the Reading Recovery implementation across the United Kingdom and the Republic of Ireland, 2013-14.

Region	Children Served	All Teachers	Teachers in Training	
			Number	Percentage
England	8,542	1,057	199	18.8
Guernsey	54	6	4	66.7
Jersey	21	1	0	0
Northern Ireland	0	0	0	-
Republic of Ireland	2,818	468	85	18.2
Wales	0	0	0	-
Whole Implementation	11,435	1,532	288	18.8

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

1,532 teachers offered Reading Recovery in 2013-14 (Table 1.2). This included 288 new teachers undergoing training during the year, although 393 experienced teachers did not continue, making an overall reduction in teacher capacity since 2013 of 105. Reading Recovery teachers served on average 7.5 pupils in Reading Recovery across the year, though this varied considerably across individuals as the time they were available to offer Reading Recovery varied. There is more information about teachers in Section 7.

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

Region	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
England	8,542	9,582	11,880	21,038	14,918	9,610	5,276	2,893
Jersey and Guernsey	75	49	31	37	43	0	0	0
Northern Ireland	0	0	0	7	5	13	625	1,023
Republic of Ireland	2,818	2,810	3,017	2,946	2,430	2,176	1,628	1,062
Wales	0	9	8	79	132	170	202	275
Whole Implementation	11,435	12,450	14,936	24,107	17,528	11,969	7,731	5,253

SOURCE: *International Literacy Centre: Annual Data Collection, 2006-07; 2007-08; 2008-09; 2009-10; 2010-11; 2011-12; 2012-13; 2013-14.*

The implementation in England accounts for 74.6% of the cohort and in Ireland a further 24.6% (Table 1.3). Although sadly the one remaining school in Wales ceased to offer Reading Recovery, the implementation in the Channel Islands grew.

In England, the number of children reached has continued to decline since changes in financial arrangements were introduced in 2011, though at 11%, the rate of decline continued to slow as the implementation re-stabilised.

In Ireland, the number of children served in Reading Recovery remained stable after a fall the previous year.

Table 1.4 – Reading Recovery implementation information: The United Kingdom and The Republic of Ireland, 2013-14.

Number of LAs/ districts served	121
Number of schools served	1,412
Number of teacher leaders	64
Trained	64
In training	0
Number of teachers	1,532
Trained	1,244
In training	288

NOTE: This table excludes teacher leaders.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Reading Recovery is widespread across the UK and Ireland, serving 121 local authorities or districts and more than 1,400 schools (Table 1.4). 150 fewer schools offered the programme in 2013-2014, a survey identified the chief barrier for schools in England, was funding.

The schools were supported by 64 local teacher leaders, all of whom were experienced in the role.

c) Characteristics of the cohort

Year group

Children are normally identified 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 pupils (Year 1 and Year 2 children in England, the Channel Islands and Wales; Senior Infants and First Class children in Ireland) and account is taken of date of birth to ensure that summer born children, the youngest in their year group, 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 as needing Reading Recovery. This suggests that factors which affect boys' literacy, causing them to be more likely to get into difficulties, emerge early.

Economic status

The association between economic disadvantage and poor literacy is well documented. Economic status is recorded in different ways across the implementation. In **Ireland**, the most recent available statistics indicate that one child in six was at risk of poverty (Central Statistics Office, 2012)². Reading Recovery has been effectively targeted to address the needs of children in poverty, with a high percentage of Reading Recovery children taught in schools which fell into the 'disadvantaged' category. In **England**, entitlement to Free School Meals (FSM) offers an indicator of economic deprivation. In the general population, approximately 18%³ of children are entitled to Free School Meals.

First language

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

Special cohort group

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

Ethnicity

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

Season of birth

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

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

² Central Statistics Office (2013), *Survey on Income and Living Conditions (SILC) 2012*. Dublin Ireland: Stationery Office.

³ **Source:** DfE-319 (Dec 2013) <https://www.gov.uk/government/publications/pupils-not-claiming-free-school-meals-2013>

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 United Kingdom and The Republic of Ireland, 2013-14.

Cohort Description	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
All children	11,435	100	8,440	100
Year group				
Reception	8	0.1	2	0
Year One/ Senior Infants (SI)	7,703	67.4	5062	60
Year Two/ First Class	3,651	31.9	3,321	39.3
Year Three/ Second Class	73	0.6	55	0.7
Programme started				
This year	9,289	81.2	6,486	76.8
Last year	2,146	18.8	1,954	23.2
Gender				
Male	6,865	60.1	5,020	59.5
Female	4,570	40	3,420	40.5
Economic status				
Disadvantaged	5,498	48.1	3,966	47
Not disadvantaged	5,828	51	4,397	52.1
Not appropriate/ Not recorded	109	1	77	0.9
First language				
English	8,997	78.7	6,650	78.8
Other	2,436	21.3	1,788	21.2
Not appropriate/ Not recorded	2	0	2	0
Special cohort group				
No	10,744	94	7,969	94.4
Traveller child	281	2.5	182	2.2
Other special group	163	1.4	125	1.5
'Looked after' child	119	1	87	1
Asylum seeker or refugee child	29	0.3	15	0.2
Not appropriate/ Not recorded	99	0.9	62	0.7
Ethnicity				
White	8,791	76.9	6,448	76.4
White British	5,434	47.5	4,073	48.3
White Irish	2,372	20.7	1,669	19.8
Eastern European	619	5.4	443	5.2
Any other white background	366	3.2	263	3.1
Mixed	552	4.8	430	5.1
White and black Caribbean	230	2	170	2
White and Asian	86	0.8	68	0.8
White and black African	75	0.7	59	0.7
Any other mixed background	161	1.4	133	1.6
Asian	1,070	9.4	825	9.8
Pakistani	419	3.7	332	3.9
Bangladeshi	252	2.2	193	2.3
Indian	193	1.7	145	1.7

Cohort Description	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
Any other Asian background	206	1.8	155	1.8
Black	794	6.9	587	7
African	454	4	336	4
Caribbean	171	1.5	121	1.4
Any other black background	169	1.5	130	1.5
Chinese	31	0.3	19	0.2
Other ethnic group	158	1.4	107	1.3
Not appropriate/ Not recorded	39	0.3	24	0.3
Season of birth				
Autumn	3,887	34	3,200	37.9
Spring	3,735	32.7	2,588	30.7
Summer	3,808	33.3	2,647	31.4
Not appropriate/ Not recorded	5	0	5	0.1

NOTE: "All Programmes" includes every child served by Reading Recovery in 2013-14, whereas "Completed Programmes" includes just those children who completed their lesson series during 2013-14. Children who did not complete in 2013-14 are expected to do so in 2014-15.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Year Group: Across the implementation as a whole, two out of three children identified for Reading Recovery came from the first year of formal schooling (Year One/ Senior Infants). However, the average does mask national differences, in England seven out of ten came from the younger age group, in Ireland four out of ten (Table 1.5).

Programme started: More than eight out of ten children started and completed their lesson series within the school year. The trend in recent years has been for fewer children to be carried over from one year to the next (24% in 2012, 20% in 2013, 19% in 2014) as teachers strive to complete their lesson series before the long summer break.

Gender: Boys were more likely to be among the lowest attaining children identified for Reading Recovery, by a ratio of 3:2; a statistic which has been consistent for many years.

Economic Status: The association between poverty and low attainment in literacy is illustrated in Reading Recovery. Almost half (48%) of all the children identified as the lowest attaining and offered Reading Recovery were, by the local measure (free school meals in England, DEIS school status in Ireland), from an economically disadvantaged home. This is a very high proportion compared with the distribution of such children nationally (in England 18%, DFE, 2013; in Ireland 18.8%, DES, 2013). However, it is clear that literacy difficulties are not exclusively an issue for poor children, as almost 6,000 children who were not recorded as in poverty were identified as needing intensive literacy support.

Ethnicity and Language: The ethnic mix of the cohort changes little from year to year, although some shifts become evident over a longer period. There has been a small but steady increase in the proportion of children from an Eastern European background, from 3.6% of the cohort in 2009 (the first year this group was identified in the data) to 5.4% in 2014. This change was especially striking in Ireland. The proportion of Traveller children had also increased but the number of children of Pakistani heritage has reduced over time from 6.5% of the cohort in 2010 to 3.7% in 2014. One in five of the cohort spoke English is an additional language, a figure which has remained constant for several years.

Season of birth: Children entering Reading Recovery are evenly spread by season of birth, in all implementations, suggesting that children are not disadvantaged by their date of birth in accessing the help they need. However, there is a difference between the implementations in England and Ireland in the links between season of birth and likelihood of not completing a Reading Recovery lesson series, which may be worthy of exploration. In England, a slightly higher proportion of autumn-born children complete their lesson series, compared with summer or spring-born. In Ireland, it is the summer-born children who appear to have the advantage.

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

a) Programme outcomes

There were five possible outcomes for children who received Reading Recovery. **Every child who received Reading Recovery within the year is recorded here through one of these five outcomes.**

1. Accelerated Progress (Discontinued): These children have made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.
2. Progress (Referred): The children have made progress, but have not reached the average band in literacy and will continue to need some additional support.
3. Ongoing: These children started their lesson series 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 lesson series.
5. Incomplete: These children were part way through their lesson series when the programme ceased to be available in their school (e.g., because of funding issues or because the teacher left the school.)

Table 2.1 – Programme outcomes for children receiving Reading Recovery: The United Kingdom and the Republic of Ireland, 2013-14.

Outcome	All Programmes		Completed Programmes	
	Number	Percentage	Number	Percentage
Accelerated progress (Discontinued)	7,128	62.3	7,128	84.5
Progress (Referred)	1,312	11.5	1,312	15.5
Ongoing	2,248	19.7		
Incomplete	503	4.4		
Left	244	2.1		

NOTE: “All Programmes” includes every child entering Reading Recovery in 2013-14, whereas “Completed Programmes” includes just those children who completed their lesson series during 2013-14. Children who did not complete in 2013-14 are expected to do so in 2014-15.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

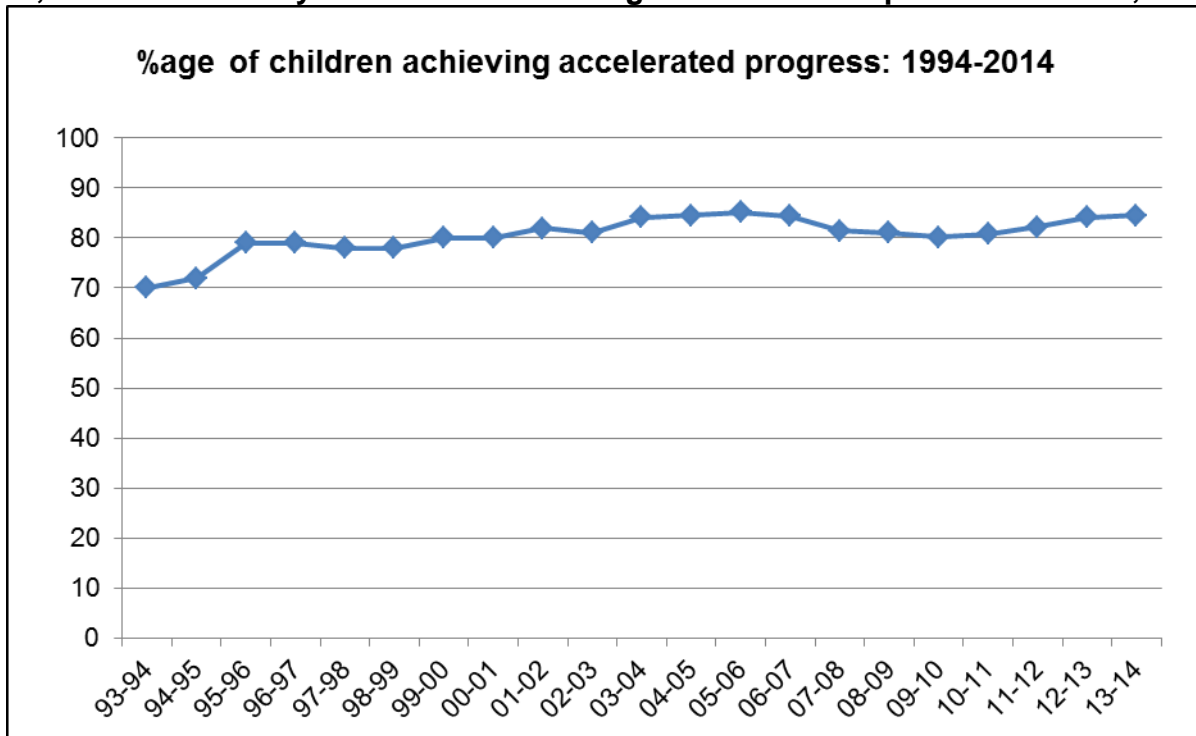
Outcomes: In 2013-14, 17 out of every 20 children (84.5%) who completed Reading Recovery were lifted to age-appropriate levels of literacy (Table 2.1). This represents a very small but welcome increase on the previous year (84.1%) and continues 20 years of consistently high outcomes (Figure 2.1).

Reading Recovery teachers work with the lowest attaining children in areas with high levels of disadvantage and the success criteria in Reading Recovery are very demanding (see Section 3). Therefore, this sustained record of success year-on-year is a tremendous achievement and testament to the efforts of schools, teachers and children.

The proportion of incomplete lesson series was reduced from 5% to 4%, and the proportion of children whose lessons could not be completed because they left the school remained unchanged.

In the face of financial challenges and uncertainties across all the regions, the quality of the implementation has not only been sustained, but is improving outcomes for the children it serves.

Figure 2.1 – Proportion of children with completed programmes, achieving accelerated progress, over the last 21 years: The United Kingdom and the Republic of Ireland, 1994-2014.



SOURCE: *International Literacy Centre: Annual Data Collection, 1993-94; 1994-95; 1995-96; 1996-97; 1997-98; 1998-99; 1999-00; 2000-01; 2001-02; 2002-03; 2003-04; 2004-05; 2005-06; 2006-07; 2007-08; 2008-09; 2009-10; 2010-11; 2011-12; 2012-13; 2013-14.*

b) Disaggregated outcomes

Table 2.2 – Characteristics of all children with completed programmes, and their outcomes: The United Kingdom and the Republic of Ireland, 2013-14.

Cohort Description	Children		No. of Lessons	Book Level				% Accelerated Progress
	Number	%		Entry	Exit	3 Months	6 Months	
All children	8,440	100	72	1.8	16.2	17.6	19.5	84.5
Year group								
Reception	2	0	35.5	0.5	10	-	-	100
Year One/ Senior Infants (SI)	5062	60	69.1	1.5	15.5	16.7	18.7	86
Year Two/ First Class	3,321	39.3	76.4	2.2	17.2	18.4	19.6	82
Year Three/ Second Class	55	0.7	81.6	2.6	17.8	19.7	20.6	92.7
Programme started								
This year	6,486	76.8	69.5	1.8	16.1	17.7	20.4	86.2
Last year	1,954	23.2	80.4	1.7	16.2	17.5	19.5	78.5
Gender								
Male	5,020	59.5	72.9	1.7	16	17.5	19.3	82.7
Female	3,420	40.5	70.8	1.9	16.4	17.8	19.8	87
Economic status								
Disadvantaged	3,966	47	72.7	1.7	16.1	17.5	19.2	83.8
Not disadvantaged	4,397	52.1	71.5	1.8	16.2	17.7	19.7	85
Not appropriate/ Not recorded	77	0.9	71.2	2	16.5	18.3	21.2	90.9
First language								
English	6,650	78.8	72.3	1.8	16.2	17.6	19.6	84.3
Other	1,788	21.2	71.2	1.7	16	17.6	19.3	85.2
Not appropriate/ Not recorded	2	0	78.5	0	15	-	-	50
Special cohort group								
No	7,969	94.4	71.9	1.8	16.2	17.7	19.6	84.8
Traveller child	182	2.2	77	1.6	15.7	16.2	17.3	80.2
Other special group	125	1.5	74.6	1.9	15.8	16.9	18.2	77.6
'Looked after child'	87	1	74.3	1.8	15	16.1	16.5	69
Asylum seeker or refugee child	15	0.2	64.8	2.7	17.3	19.7	23	100
Not appropriate/ Not recorded	62	0.7	69.3	2	15.3	16.6	17.4	80.6
Ethnicity								
White	6,448	76.4	72.6	1.8	16.2	17.6	19.4	84.1
White British	4,073	48.3	71.5	1.7	15.6	16.9	18.8	80
White Irish	1,669	19.8	75.5	2.1	17.7	19.2	20.8	94.4
Eastern European	443	5.2	72.9	1.7	16.2	17.8	18.9	86.5
Any other white background	263	3.1	71.6	1.8	15.9	17.4	18.8	79.5
Mixed	430	5.1	69.5	2	16.1	17.6	19.8	84
White and black Caribbean	170	2	69.6	2.1	15.5	16.9	19.5	78.2
White and Asian	68	0.8	68	2.2	16.5	18.1	21	89.7
White and black African	59	0.7	72.8	1.9	17.4	18.6	20.7	89.8
Any other mixed background	133	1.6	68.7	2	16	17.5	18.6	85.7
Asian	825	9.8	69.6	1.8	16	17.7	19.8	85.9
Pakistani	332	3.9	69	1.9	16	17.6	19.5	85.2
Bangladeshi	193	2.3	68.4	1.5	16.3	17.9	20.5	84.5
Indian	145	1.7	72.5	1.8	15.9	17.3	20.5	89.7
Any other Asian background	155	1.8	69.8	1.8	15.7	17.9	19.5	85.8
Black	587	7	70.7	1.8	16.2	17.9	20.1	86.2
African	336	4	69.5	2	16.6	18.4	20.5	89.6
Caribbean	121	1.4	70.4	1.8	16	17.2	18.8	85.1
Any other black background	130	1.5	74.1	1.5	15.3	17.2	19.8	78.5
Chinese	19	0.2	67.6	1.5	15.9	16.6	22	84.2
Other ethnic group	107	1.3	72.2	1.6	16	17.3	18.6	86
Not appropriate/ Not recorded	24	0.3	72.5	1.6	16	18.8	27	83.3
Season of birth								
Autumn	3,200	37.9	74	1.3	15.7	17.1	19.6	85.1
Spring	2,588	30.7	70.9	1.9	16.2	17.8	19.4	84.5
Summer	2,647	31.4	70.9	2.2	16.7	18.2	19.5	83.7
Not appropriate/ Not recorded	5	1	62	2.2	15	18	19	60

SOURCE: International Literacy Centre: Annual Data Collection, 2013-14.

Outcomes by pupil characteristic

Year Group: Children from all year groups performed well, though children identified and served earlier had a slight advantage, with 86% achieving accelerated progress compared with 82% of those identified a year later.

Gender: The gap of 20% between boys and girls at entry to Reading Recovery (Table 1.5) had been reduced to 4% for those who completed the programme (Table 2.2).

Programme started: Children whose programmes were carried over the long summer holiday did well, with almost eight out of ten (79%) achieving accelerated progress. However, children who were able to complete their entire programme within the school year fared slightly better, with 86% achieving accelerated progress.

Economic disadvantage: The substantial attainment gap between economically disadvantaged children and their peers had closed to 1%. Though more than twice as likely to be identified amongst the lowest attaining, 17 out of 20 (84%) economically disadvantaged children reached age-related expectations for literacy, alongside 85% of their more advantaged peers. This continues year-on-year improvements in attainment for children in poverty through Reading Recovery.

Language: There was little difference between outcomes for children whose first language was not English and their English first language peers, with 85% and 84% respectively achieving accelerated progress.

Ethnicity: Children from all ethnic groups performed well, with no group achieving less than 78% accelerated progress. Eight out of ten (80%) white British children made accelerated progress. Nearly 600 black children completed their programmes and, of these, more than 17 out of 20 (86%) made accelerated gains and were working at age-related expectations for their age group. The risks of underachievement by Afro-Caribbean pupils are well-documented (for example, by the Rowntree Foundation, 2007) but this trend is not evident in outcomes for black children at the end of their Reading Recovery lessons. Asian children accounted for 10% of the cohort, with around 800 children identified in this category (Table 1.5), and 86% of children in this ethnic group who completed their Reading Recovery programmes, made accelerated progress (Table 2.2).

Special cohort groups: The special cohort group comprised 5% of the children with completed programmes. **Traveller children** were as likely to complete the programme as their peers and 80% who did so achieved accelerated learning, a slight improvement on previous years, whilst almost seven out of ten **looked-after children** made accelerated progress.

Season of Birth: A child's season of birth had little impact on the likelihood of a successful outcome to their Reading Recovery lesson series, suggesting that reported disadvantages for summer born children can be alleviated.

c) Length of programmes

Reading Recovery is a short term intervention, and there is an imperative for teachers to work briskly. There is no prescribed length to children's programmes although economics dictate that programmes should be as short as possible, commensurate with robust outcomes.

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

Table 2.3 – Weeks and lessons of children completing Reading Recovery programmes, sorted by programme outcome: The United Kingdom and the Republic of Ireland, 2013-14.

Outcome/ Time	Total Pupils	Mean	SD	Min.	Max.
Accelerated progress (Discontinued)					
Weeks	7,047	17.8	4.8	3	35
Lessons	7,047	71.2	20.1	11	170
Lost Lessons	7,047	17.7	11.8	-100	100
Progress (Referred)					
Weeks	1,295	19.8	4.4	5	35
Lessons	1,295	77.2	18.3	5	142
Lost Lessons	1,295	21.6	13	-10	105

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

This table excludes children taught by teacher leaders.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

In 2013-14, children progressed from being the lowest attaining children to achieving age-appropriate levels of literacy in 71 lessons across 18 weeks on average; just 35 and a half hours of teaching (Table 2.3). This was commensurate with the previous year.

Children who made some progress, but did not achieve accelerated learning were given around two weeks longer, bringing their average programme length to 20 weeks, consistent with the previous year. The number of lost lessons is slightly higher for these children, on average three more lessons missed. Outcomes for referred children seem to indicate increased efficiency in identification and teacher decision-making. This will be considered further in Sections 3 and 7.

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

Children selected for Reading Recovery are the lowest achieving in their class on six measures of early literacy which together comprise the Observation Survey (Clay, 2002). These measures are Book Level (captured by 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.

a) Average scores at entry and exit

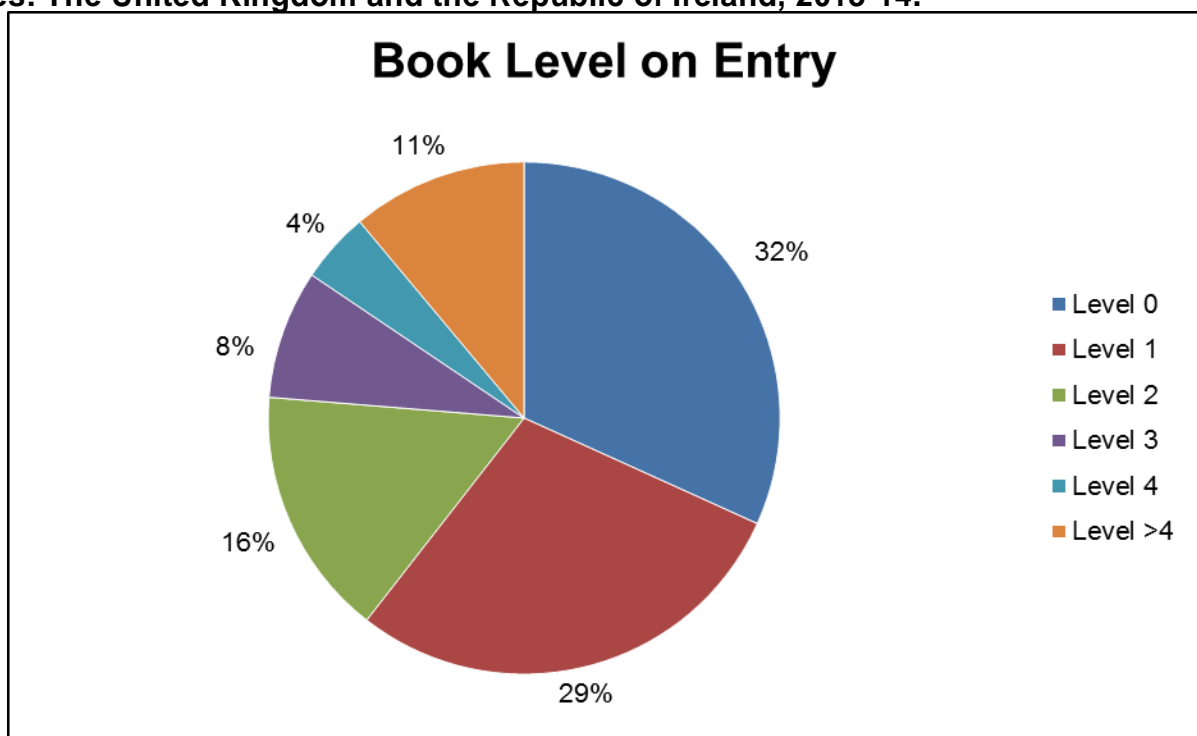
Table 3.1 – Scores on *Observation Survey* tasks for Reading Recovery children with completed programmes, at entry to and exit from, the programme: The United Kingdom and the Republic of Ireland, 2013-14.

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	8,440	1.8	2.2	44.2	9.2	11.6	3.7	8.7	5.9	10.9	8.8	22.6	9.7	5:4
All completed programmes	8,440	16.2	3.7	52.3	3.2	19.4	3	21.1	3.1	37.4	16	34.6	3.8	6:4
At discontinuing	7,128	17.3	2.3	52.8	2.3	19.9	2.7	21.8	1.8	39.8	15.5	35.3	2.4	6:4
At referral	1,312	9.9	3.6	49.6	5.5	16.6	3.2	17	5.2	23.9	11.3	30.6	6.5	5:10

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Figure 3.1 – Book Level on programme entry, for children with completed programme outcomes: The United Kingdom and the Republic of Ireland, 2013-14.



SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Children identified for Reading Recovery were effectively non-readers, even after three terms at school, and when they started the programme they had learned very little about reading and writing (Table 3.1), meaning they were considerably behind expectations for children at this age. The average Book Level was just 1.8. Level One and Level Two books are short, predictable texts, with few words on a page, repeated phrases and meaning supported by the picture (see Appendix A). More than three out of four children in the cohort (77%) were below Reading Recovery Book Level Three at programme entry (Figure 3.1), and so could be deemed to be non-readers; with one in three unable to attempt any published text.

Children's programmes are discontinued when the child is judged by an independent observer to be able to read and write independently, within the average band for their class and age. Children who made accelerated progress (84% of completed programmes) gained 15 Book Levels and had quadrupled their known writing vocabulary in less than 18 weeks of teaching (Table 3.1).

A new standardisation of British Abilities Scales gave a mixed picture. Entry level raw scores assessed in 2013 at 5:1 years reading age were assessed as 5:4 years in 2014. For children who reached discontinuing levels raw scores at exit which were previously assessed at 6:10 years reading age were assessed as 6:4 in 2014. Therefore, the gain for children who reached discontinuing was 12 months reading age in 18 weeks of tuition, or just under three times normal rate of progress. Given that this drop in attainment assessment is not mirrored in any of the other assessments, including long term follow up in national assessments, and that the Observation Survey has been standardised and found to be highly reliable as a predictive measure (Holliman, A., & Hurry, J., 2012; CRI 2014, <http://www.rti4success.org/observation-survey-early-literacy-achievement-reading>) it seems unlikely that the BAS scores accurately reflect a reduced performance for Reading Recovery children, but this will need to be explored further.

Children who did not achieve the accelerated progress required for the programme to be discontinued were referred back to the school for longer-term support. These children had, nevertheless, made considerable progress, gaining eight Book Levels to reach Level 10 (see Appendix A), and they increased their writing vocabulary to around 24 words. In the new standardisation of BAS they gained six months reading age in 20 weeks, so were operating at a normal rate of progress, having made virtually no progress in their previous year at school. Although still behind their peers, these children could no longer be considered non-readers.

b) Changes in attainment in literacy prior to Reading Recovery, 1994 - 2014

Table 3.2 – Changes in average attainment in literacy prior to Reading Recovery 1994-2014: The United Kingdom and the Republic of Ireland, 1994-2014.

Year	Total Pupils	Book Level		Letter Identification		Concepts about Print		Word Test		Writing Vocabulary		HRSIW		BAS Reading Age
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
1994	4,694	1.2	1.6	29	15.6	10.1	3.7	1.9	2.4*	5.5	5.4	9.5	8.5	n/a
1997	5,303	1.4	1.8	34.8	14.4	11.4	3.7	3.6	3.1†	8.2	7.6	13.0	9.5	n/a
2000	4,989	1.5	2	38.4	13.2	12.5	3.7	4.8	3.5‡	10.3	9.1	15.5	9.9	n/a
2003	5,008	1.6	2.1	40.3	12.3	12.7	3.7	5.3	3.6‡	11.7	10	17.5	10.2	n/a
2007	5,253	1.5	2.1	40.2	13.2	11.9	4	7	5.9‡	10.8	10.2	17.9	10.3	4:10
2008	7,731	1.3	2	39.8	12.8	11.3	4.1	6.5	5.7‡	9.9	9.4	17.8	10.4	4:10
2009	11,969	1.1	1.7	40.4	12.3	11	4	6.5	5.7‡	9.4	8.6	18.7	10.3	4:10
2010	17,528	1.2	1.7	41.4	11.2	11	3.8	6.7	5.4	9.4	8.1	19.5	10.2	4:10
2011	24,107	1.2	1.7	41.9	10.7	11.1	3.7	7.1	5.5	9.4	7.8	20.1	10.1	4:10
2012	14,936	1.5	1.9	43	10.1	11.4	3.7	7.7	5.6	10.3	8.2	21.5	9.7	4:10
2013	12,450	1.7	2.2	43.9	9.5	11.6	3.7	8.5	5.8	10.9	8.7	22.3	9.8	5:1
2014	8,440	1.8	2.2	44.2	9.2	11.6	3.7	8.7	5.9	10.9	8.8	22.6	9.7	5:4

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

SOURCE: *International Literacy Centre: Annual Data Collection*, 1993-94; 1996-97; 1999-00; 2002-03;; 2006-07; 2007-08; 2008-09; 2009-10; 2010-11; 2011-12; 2012-13; 2013-14.

Assessment data for the very lowest attaining children spanning 21 years reflect changes in classroom instruction (Table 3.2). Scores for assessments which tap into item and phonological knowledge, such as Letter Identification and Hearing and Recording Sounds in Words, have increased substantially. Letter ID has increased from an average of 29 in 1994 to 44 in 2014, whilst a narrower standard deviation suggests that most children were likely to be close to that average score. Word reading scores have increased from 1.9 to 8.7, though the standard deviation suggests a wider spread of scores in 2014. Writing vocabulary has increased from 5.5 in 1994 to 10.9 in 2014 but again the larger standard deviation suggests a greater spread.

Assessments which reflect a child's engagement with the complexity of print have shown much less change in 21 years. Average scores for Concepts about Print, which assesses a child's understanding of how books work and how to engage with printed text, increased initially but have dropped back to 11.6, with a small standard deviation. Although Book Level at entry has increased incrementally, it remains below Level Two, at the level of a non-reader. The indication is that, whilst those children who struggle to make a start in literacy are acquiring more pieces of the jigsaw, they are not learning how to put them together to read meaningful text.

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

Children who are struggling to learn literacy may be allocated to registers of Special Educational Need, in a continuum according to the gravity of their need.

- Not on SEN Register; “No Pupil Support” in the Republic of Ireland
- Lowest Level on SEN Register; “Receives In-Class Support” in the Republic of Ireland
- Mid-Level on SEN Register; “Withdrawn for Literacy Support” in the Republic of Ireland
- Recommended for Formal Assessment; “Allocated Resource Hours” in the Republic of Ireland

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 4.1 – Changes in allocation to registers of Statement of Education Need, for children with completed Reading Recovery programmes: The United Kingdom and the Republic of Ireland, 2013-14.

Assessment Point	Total Pupils	Not on SEN Register		Lowest Level on SEN Register		Mid-Level on SEN Register		Recommended for Formal Assessment		Not Recorded / Not Known	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Completed Programmes											
Before RR	8,440	4,230	50.1	2,839	33.6	1,241	14.7	125	1.5	5	0.1
After RR	8,440	5,293	62.7	1,961	23.2	927	11	210	2.5	49	0.6
Accelerated progress (discontinued)											
Before RR	7,128	3,807	53.4	2,299	32.3	921	12.9	97	1.4	4	0.1
After RR	7,128	5,031	70.6	1,430	20.1	508	7.1	122	1.7	37	0.5
Progress (referred)											
Before RR	1,312	423	32.2	540	41.2	320	24.4	28	2.1	1	0.1
After RR	1,312	262	20	531	40.5	419	31.9	88	6.7	12	0.9

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

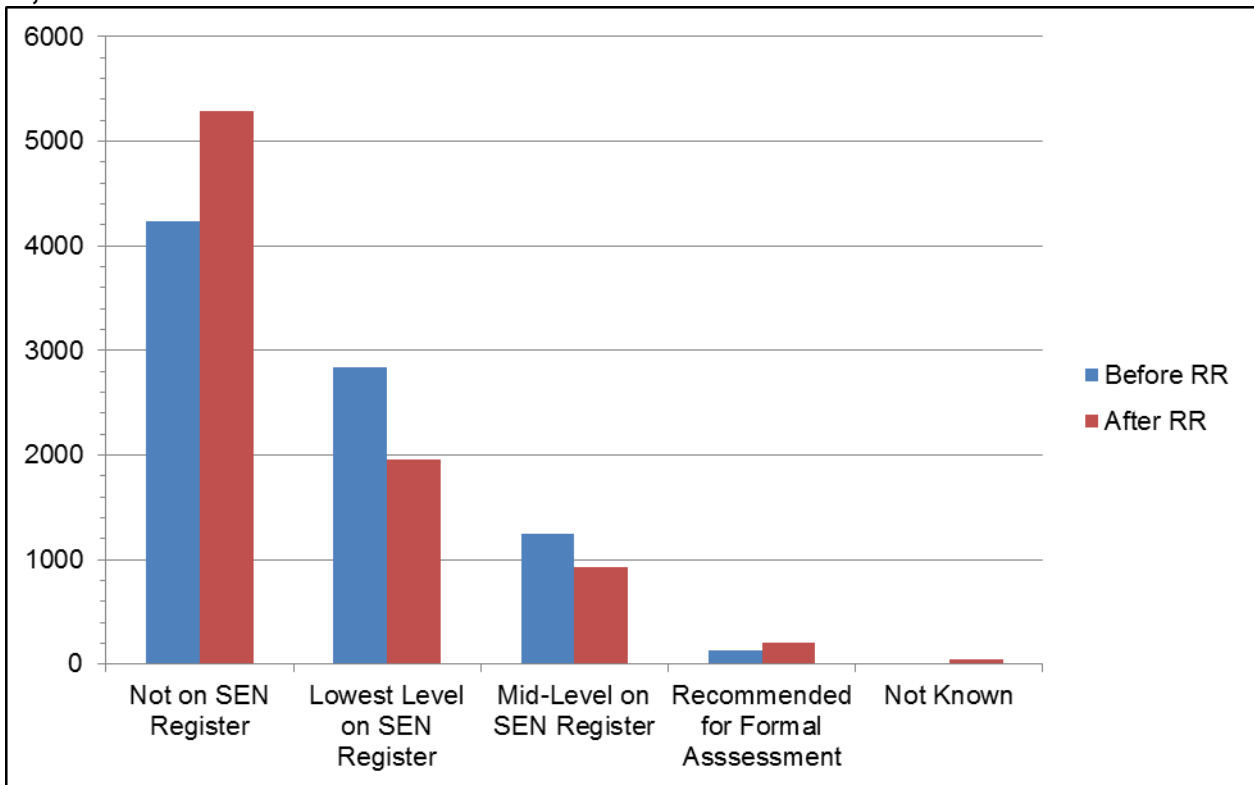
Following Reading Recovery, 1,063 children could be removed from the SEN register (Table 4.1). These children were no longer deemed to have Special Educational Needs, indicating that Reading Recovery can act as a mechanism for reducing the level of demand for SEN services.

In addition, 85 children were identified early and recommended for formal assessment (allocated resource hours in Ireland) during the course of their Reading Recovery programmes, emphasising the role Reading Recovery can play in the early identification of children with severe Special Educational Needs in mainstream education.

Of the children who were referred for additional support at the end of their lesson series, almost one in five (20%) were not identified on an SEN register, even after a period of intensive and individual teaching had proved insufficient to address their specific and complex literacy needs. These may be children who are showing signs of catching up but need a little longer with support to do so.

Twenty five children who had made accelerated progress and achieved age-related outcomes were nevertheless recommended for formal assessment following Reading Recovery. Data regarding the nature of the SEN identified were not collected, but it is likely that these children have complex needs beyond literacy, such as behavioral or physical issues, and whilst those concerns may not have been resolved, the evidence is that these need not be a barrier to literacy.

Figure 4.1 – Changes in allocation on registers of Statement of Education Need, for children with completed Reading Recovery programmes: The United Kingdom and the Republic of Ireland, 2013-14.



SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

5: What progress did children make after Reading Recovery?

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

a) Accelerated progress (discontinued)

Table 5.1 – Follow-up scores on *Observation Survey* tasks for children who had made accelerated progress (discontinued programmes): The United Kingdom and the Republic of Ireland, 2013-14.

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age Mean
		Mean	SD	Mean	SD	
At discontinuing	11,980	17.2	2.3	39.8	15.5	6:4
3 month follow-up	7,939	18.5	3.1	44.6	17.1	6:7
6 month follow-up	5,416	20.2	3.5	50.7	19.2	6:7

NOTE: This group includes children who completed their programmes in 2012-13 and had follow up assessments only in 2013-14, and those who completed early in the 2013-14 school year, and were assessed subsequently.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Three months after the end of their series of lessons, children who had achieved the goals of Reading Recovery (84% of completed programmes, Table 2.1) not only maintained the gains they had made during their lesson series, but continued to progress in both reading and writing (Table 5.1). These were children who had made very little progress in literacy prior to Reading Recovery. Findings suggest that they had now acquired independent skills for reading and writing.

The new standardization of BAS once again gave a mixed picture, inconsistent with other assessments. Between three and six months following the end of their Reading Recovery lessons, children made progress gains in Book Levels and writing vocabulary, but not in BAS reading age.

b) Progress (referred)

Table 5.2 – Follow-up scores on *Observation Survey* tasks for children who made progress in Reading Recovery (referred): The United Kingdom and the Republic of Ireland, 2013-14.

Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age Mean
		Mean	SD	Mean	SD	
At referral	2,086	9.7	3.6	23.7	11.4	5:10
3 month follow-up	1,317	10.3	4.2	26.4	12.8	5:10
6 month follow-up	1,868	11.6	4.9	30.9	14.7	6:1

NOTE: This group includes children who completed their programmes in 2012-13 and had follow up assessments only in 2013-14, and those who completed early in the 2013-14 school year, and were assessed subsequently.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Children who were referred for longer term support (15% of completed programmes, Table 2.1) also maintained their gains in the six months following the end of one-to-one teaching (Table 5.2) but once again the new standardisation of BAS gave a mixed picture. These children made progress in Book Level and writing, but this was not picked up in BAS reading age, although they did show progress between three and six months after the end of their programmes.

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

a) Key Stage One National Assessments

Children in England, Guernsey and Jersey undergo continuing teacher assessment reading and writing during their time in Key Stage One. At the end of their second year of formal schooling (aged seven) the assessments are collated and reported locally and nationally. The national prescribed target is Level 2. Children identified for Reading Recovery are the lowest achieving in their class, and would be predicted to reach Level 1 or below without the intervention.

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

Table 6.1 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery Children, sorted by programme outcome: The United Kingdom, 2013-14.

Programme Outcome/ National Assessment Level	Key Stage One Reading		Key Stage One Writing	
	Number	Percentage	Number	Percentage
Accelerated progress	3,628	100	3,623	100
Below Level 1	3	0.1	10	0.3
1	380	10.5	864	23.8
2c	941	25.9	1,478	40.8
2b	1,571	43.3	1,056	29.1
2a	627	17.3	193	5.3
3	106	2.9	22	0.6
2+	3,245	89.4	2,749	75.9
2b+	2,304	63.5	1,271	35.1
All completed programmes	4,448	100	4,442	100
Below Level 1	36	0.8	85	1.9
1	902	20.3	1,399	31.5
2c	1,111	25	1,646	37.1
2b	1,657	37.3	1,095	24.7
2a	636	14.3	195	4.4
3	106	2.4	22	0.5
2+	3,510	78.9	2,958	66.6
2b+	2,399	53.9	1,312	29.5

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

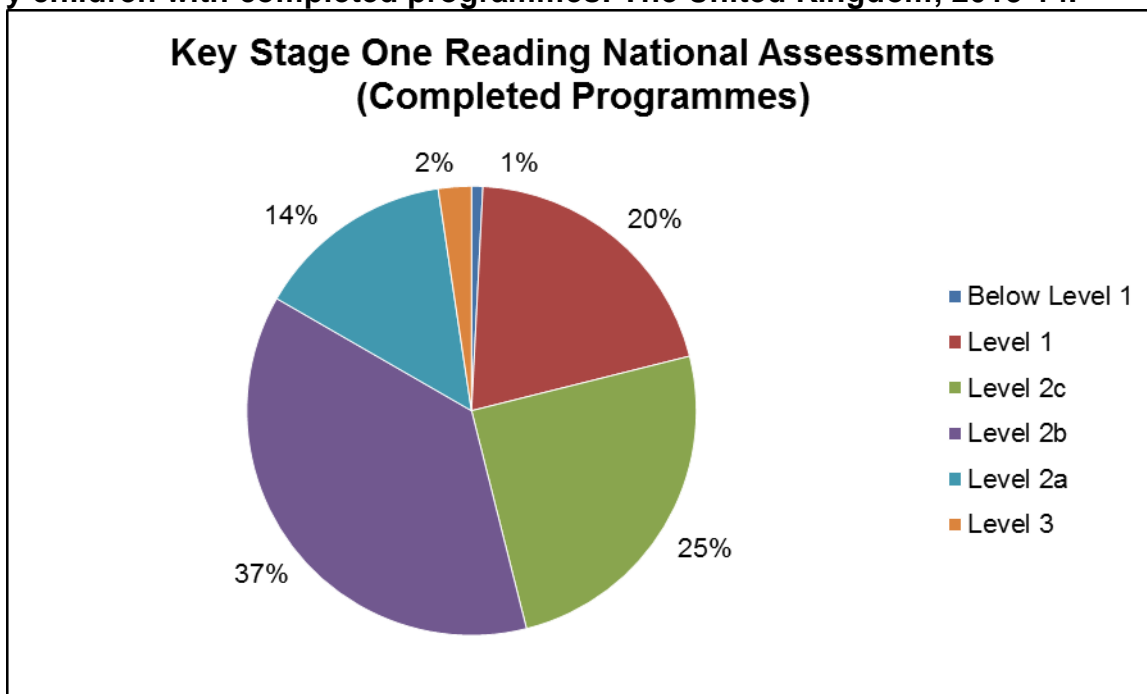
Key Stage One National Assessments: In England, results of National Assessments were collected for 4,448 children at the end of Key Stage One (Table 6.1). Given that the great majority of children in England complete Reading Recovery in Year One (Table 1.5) and that National Assessments take place towards the end of Year Two, for most of the children reported the assessment occurred up to a year after the end of their Reading Recovery lesson series, and is a measure of their ability to maintain the gains made earlier. A small number of children who started Reading Recovery later, in Year Two, were still part way through their lesson series when they took National Assessments.

Children are identified for Reading Recovery because they are the very lowest attaining in their year groups at age five, so would have been the most likely to fail to reach Level 2 without intervention. Nevertheless they performed very well, with small but welcome improvements on the previous year.

All completed programmes: Almost four out of five (79%) of all children who completed a Reading Recovery lesson series, including those who did not make accelerated progress, achieved Level 2 or above in reading at the end of Key Stage One, and 54% achieved Level 2b or above. This represented an increase of 1% on the previous year, a small but very welcome improvement. Two out of three (67%) of all children who had completed a Reading Recovery lesson series achieved Level 2 in writing and one in three (30%) achieved Level 2b or above (Figures 6.1, 6.2). It is worth noting that this is a comparison of the whole population (50% boys, 18-19% children in poverty and one in five drawn from the lowest attaining 20%) with Reading Recovery children (typically 60% boys, 48% children in poverty and all taken from the lowest attaining 20%). This was an outstanding achievement for children who had been identified as at particular risk of failing in literacy at age five and unlikely to reach Level 2.

Accelerated progress: Among children who made accelerated progress in Reading Recovery, nine out of ten (89%) reached Level 2 in reading, commensurate with the national average for the whole population (90%). Three out of four (64%) reached Level 2b or above, a 1.4% increase on the previous year. In writing three out of four (76%) reached Level 2c, just a little below the national average for the whole population (86%) and one in three (35%) reached Level 2b or above. This suggests that successfully completing a Reading Recovery programme enables children to work comfortably within the average band, and to have a reasonable chance of moving into the high average band.

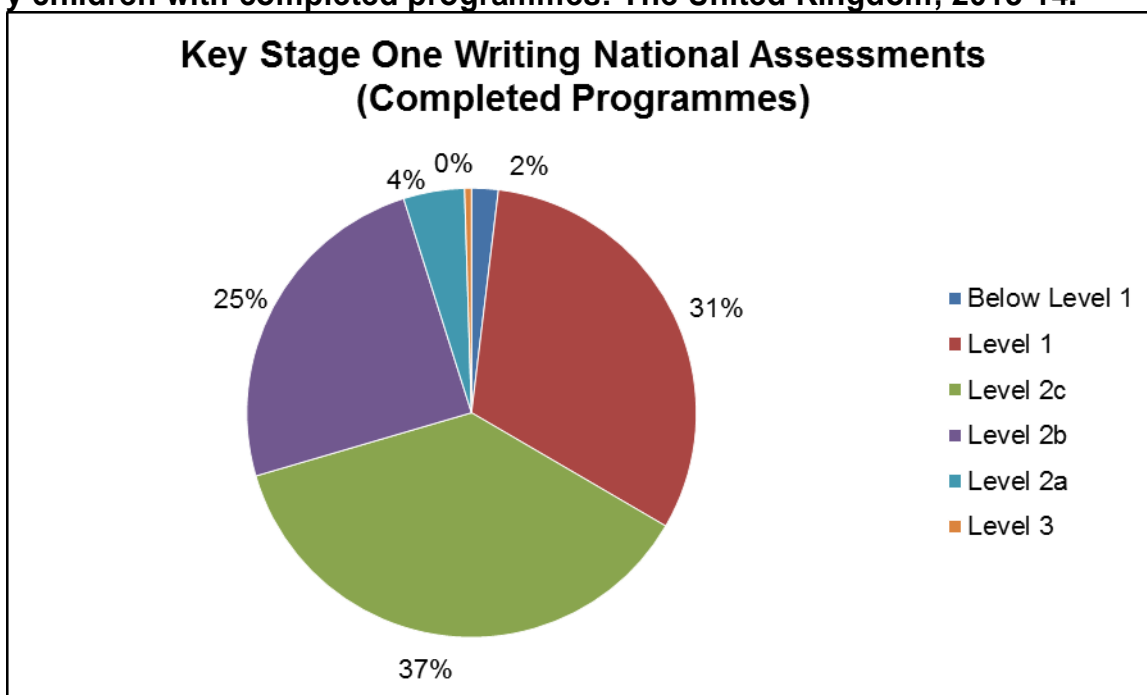
Figure 6.1 – Key Stage One outcomes of Reading National Assessments for Reading Recovery children with completed programmes: The United Kingdom, 2013-14.



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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Figure 6.2 – Key Stage One outcomes of Writing National Assessments for Reading Recovery children with completed programmes: The United Kingdom, 2013-14.



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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

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

Table 6.2 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery children who had made accelerated progress (discontinued), sorted by background characteristics: The United Kingdom, 2013-14.

Cohort Description	Key Stage One Reading				Key Stage One Writing			
	Level 2+		Level 2b+		Level 2+		Level 2b+	
	Number	%	Number	%	Number	%	Number	%
Gender								
Male	1,959	90.1	1,366	62.8	1,597	73.6	669	30.8
Female	1,286	88.5	938	64.6	1,152	79.3	602	41.5
First language								
English	2,433	88.7	1,720	62.7	2,030	74.1	924	33.7
Other	812	91.6	584	65.9	719	81.3	347	39.3
Economic status								
Disadvantaged	1,362	88.1	965	62.4	1,155	74.8	508	32.9
Not disadvantaged	1,851	90.5	1,326	64.8	1,567	76.7	753	36.9
Special cohort group								
No	3,110	89.6	2,223	64	2,633	76	1,230	35.5
Traveller child	24	77.4	16	51.6	21	67.7	9	29
Other special group	37	92.5	24	60	31	77.5	8	20
'Looked after' child	38	86.4	24	54.5	32	72.7	14	31.8
Asylum seeker or refugee child	7	100	5	71.4	7	100	3	42.9

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year Two during 2013-14, had made accelerated progress (discontinued programme outcomes) and for whom Key Stage One SATs results were provided.

% refers to the percentage of children who had achieved accelerated progress in this group who achieved these levels, out of a total of all who achieved accelerated progress for whom Key Stage One SATs results were provided.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Table 6.3 – Key Stage One outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics: The United Kingdom, 2013-14.

Cohort Description	Key Stage One Reading				Key Stage One Writing			
	Level 2+		Level 2b+		Level 2+		Level 2b+	
	Number	%	Number	%	Number	%	Number	%
Gender								
Male	2,125	78.5	1,425	52.7	1,710	63.3	684	25.3
Female	1,385	79.5	974	55.9	1,248	71.7	628	36.1
First language								
English	2,644	77.7	1,793	52.7	2,194	64.6	954	28.1
Other	866	82.8	606	57.9	764	73.2	358	34.3
Economic status								
Disadvantaged	1,486	76.8	1,004	51.9	1,249	64.6	522	27
Not disadvantaged	1,989	80.5	1,381	55.9	1,678	68	780	31.6
Special cohort group								
No	3,366	79.5	2,316	54.7	2,834	67	1,271	30.1
Traveller child	25	59.5	16	38.1	23	54.8	9	21.4
Other special group	40	67.8	24	40.7	34	57.6	8	13.6
'Looked after' child	42	64.6	26	40	33	50.8	14	21.5
Asylum seeker or refugee child	7	100	5	71.4	7	100	3	42.9

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year Two during 2013-14, had completed programme outcomes, and for whom Key Stage One SATs results were provided.

NOTE: % refers to the percentage of children who had made accelerated progress in this group, who achieved these levels, out of a total of all those in the group with completed programmes for whom Key Stage One SATs results were provided.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Closing the attainment gap in Literacy

Gender: Nine out of ten boys who achieved accelerated progress in Reading Recovery went on to attain Level 2 or above in Key Stage One National Assessments for reading, very slightly outperforming girls (89%) and **outperforming national attainment for boys as a whole across the full ability range (87% DFE⁴)**. Two out of three boys achieved Level 2b or above. Almost four out of five boys (74%) reached Level 2 in writing, closing the gap with girls (at 79%) but a little lower than national attainment for boys across the whole ability range (82%). One in three boys (31%) reached Level 2b or above (Table 6.2).

Across all children who completed Reading Recovery, including those who did not achieve accelerated progress, four out of five boys (79%) achieved Level 2 in reading and more than half (56%) achieved Level 2b (Table 6.3). In writing, two out of three (63%) achieved Level 2 and one in four (25%) achieved Level 2b or above.

Economic status: Almost nine out of ten (89%) children from poorer families who had made accelerated progress in Reading Recovery went on to attain Level 2 in Reading, **considerably outperforming disadvantaged children nationally across the whole ability range (80% DFE, ibid)**. Two out of three (63%) achieved Level 2b or above (Table 6.2). Four out of five children in poverty (75%) attained Level 2 in writing, just a little lower than national attainment across the whole ability range (82%). One in three (33%) reached Level 2b or above.

Across all economically disadvantaged children who completed Reading Recovery, including those who did not achieve accelerated progress, almost four out of five (77%) achieved Level 2 in reading, very close to national attainment across the whole ability range (80%). Two out of three (65%) achieved Level 2 in writing and more than one in four (27%) achieved Level 2b or above (Table 6.3).

Given that these children were around 50% more likely to be amongst the lowest attaining at five; this represents a remarkable change in their fortunes.

Looked After Children: Seventeen out of 20 (86%) Looked After children who had made accelerated progress in Reading Recovery went on to attain Level 2 in reading and more than half (55%) achieved Level 2b or above (Table 6.2). Three out of four (73%) achieved Level 2 in writing and 32% achieved Level 2b or above.

Traveller Children: Four out of five (77%) traveller children who had made accelerated progress in Reading Recovery went on to achieve Level 2 and half (52%) achieved Level 2b. Two out of three (68%) achieved Level 2 in writing and 29% achieved Level 2b or above.

The data clearly demonstrate that disadvantage need not be a barrier to literacy and that the attainment gap can be closed. However, it also shows that, for children with the most complex barriers, a strong implementation in which they stand a high chance of making accelerated progress is needed if they are to be able to fully overcome their early disadvantage.

⁴ DFE, SFR 34/2014 Phonics screening check and national curriculum assessments at Key Stage One in England, 2014, issued 25 September 2014

b) Key Stage Two National Assessments

In England, Guernsey and Jersey at the end of Key Stage Two, when aged 11, children reach a second phase of formal National Assessments. The national expectation is for children to reach Level 4, deemed a good average. Level 3 is deemed to be below average but functional literacy. The children identified for Reading Recovery at the age of six are those who, without intervention, are most likely to attain below Level 3 at age 11. Children complete Reading Recovery at age six. Their performance in National Assessments at age 11, five years after the end of their lessons, is indicative of the long lasting effect of the intervention.

Table 6.4 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery Children, sorted by programme outcome: The United Kingdom, 2013-14.

Programme Outcome/ National Assessment Level	Key Stage Two Reading		Key Stage Two Writing	
	Number	%	Number	%
Accelerated progress	1,327	100	1,325	100
Below Level 2	6	0.5	1	0.1
2	14	1.1	14	1.1
3	176	13.3	285	21.5
4	818	61.6	877	66.2
5	313	23.6	148	11.2
3+	1,307	98.5	1,310	98.9
4+	1,131	85.2	1,025	77.4
All completed programmes	1,644	100	1,650	100
Below Level 2	25	1.5	7	0.4
2	48	2.9	70	4.2
3	259	15.8	422	25.6
4	966	58.8	992	60.1
5	346	21	159	9.6
3+	1,571	95.6	1,573	95.3
4+	1,312	79.8	1,151	69.8

NOTE: These children completed Reading Recovery during 2008-09 or 2009-10. They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Key Stage Two National Assessments: National Assessment data were collected for **1,644** children at the end of Key Stage Two, five years after the end of their Reading Recovery programmes. For a third consecutive year, data show these children going on to achieve excellent results at age 11, with large improvements in outcomes on the previous year across all measures but especially on children reaching higher levels in writing (Table 6.4).

All completed programmes: 96% of all children who completed a Reading Recovery lesson series in Key Stage One, went on to achieve Level 3 or above in reading at the end of Key Stage Two, and **80% achieved Level 4 or above**. This represented an increase of 1.3% and 5.5% respectively on the previous year, a substantial improvement.

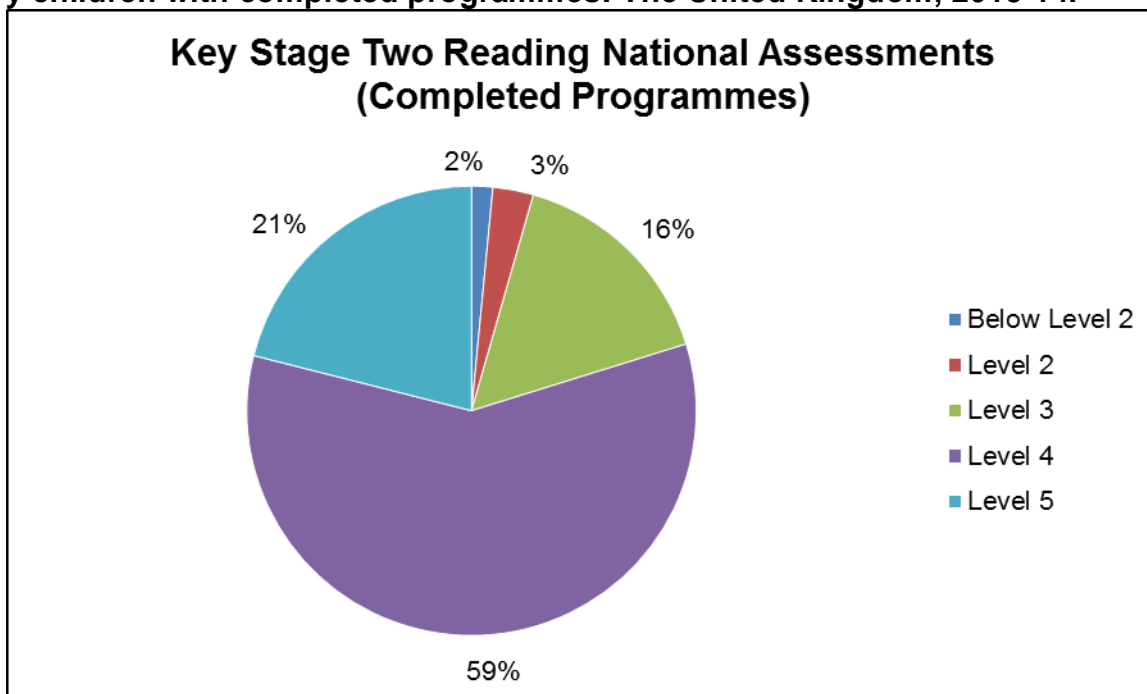
95% of all children who had completed a Reading Recovery lesson series in Key Stage One went on to Level 3 in writing (a 0.5% increase on the previous year) and **70% achieved Level 4 or above** (a 4.4% increase on the previous year). These were children who, at five would have been considered the most likely to go on to fail to achieve Level 3.

Accelerated progress: Of those children who had made accelerated progress in Reading Recovery at age six, **99% reached Level 3** in reading (a 0.7% increase) and **85% reached Level 4 or above** (a 3.2% increase). This puts these children comfortably in line with national outcomes for all children taking Key Stage Two National Assessments in 2014, among whom 95% achieved Level 3 or above and 89% achieved Level 4 or above. It is worth restating that this is a comparison of the whole population (typically 50% boys, 18-19% children in poverty and one in five among the lowest attaining 20% at age five) with Reading Recovery children (typically 60% boys, 48% children in poverty and all taken from the lowest attaining 20% at age five).

Of children who had made accelerated progress in Reading Recovery at age six, **99% achieved Level 3 or above** (a 0.6% increase) compared with 94% in the national cohort, and **77% achieved Level 4 or above** (a 3.9% increase), not far below the national attainment of 85%.

These children came close to, and in some cases exceeded, the attainment of their peers nationally, in spite of having made a very poor start to literacy learning at age five, and in spite of the fact that, over the past 21 years, the Reading Recovery cohort has consistently included an exceptionally high proportion of children with multiple disadvantages (see Table 1.5).

Figure 6.3 – Key Stage Two outcomes of Reading National Assessments for Reading Recovery children with completed programmes: The United Kingdom, 2013-14.

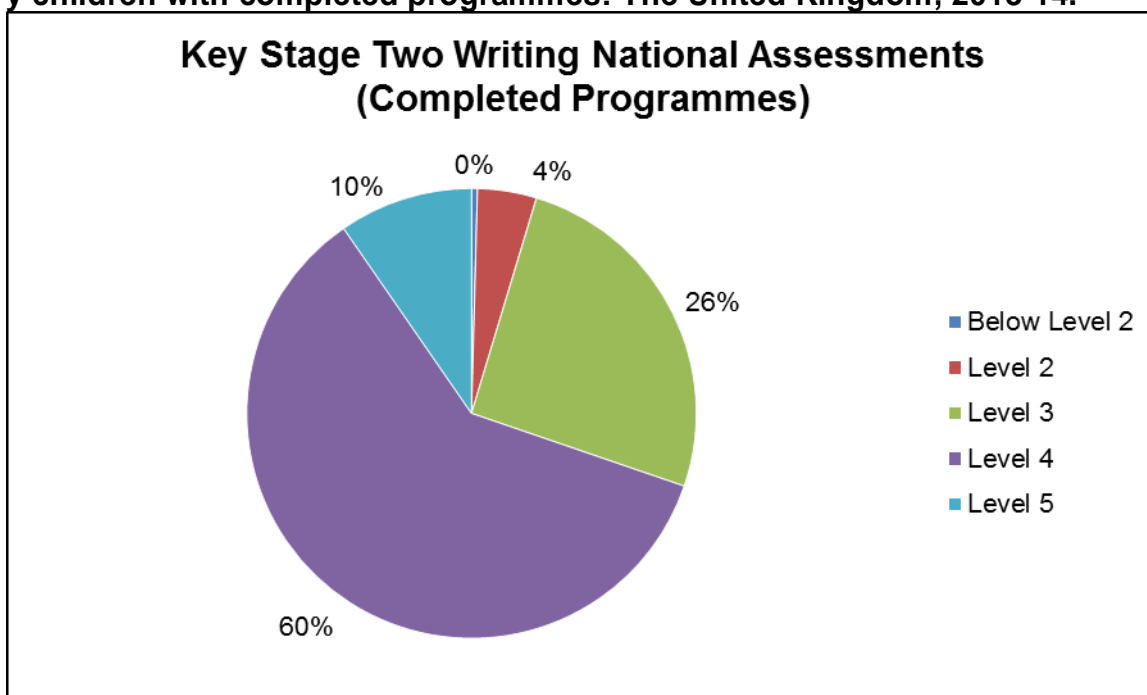


NOTE: These children completed Reading Recovery during 2008-09 or 2009-10. They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Figure 6.4 – Key Stage Two outcomes of Writing National Assessments for Reading Recovery children with completed programmes: The United Kingdom, 2013-14.

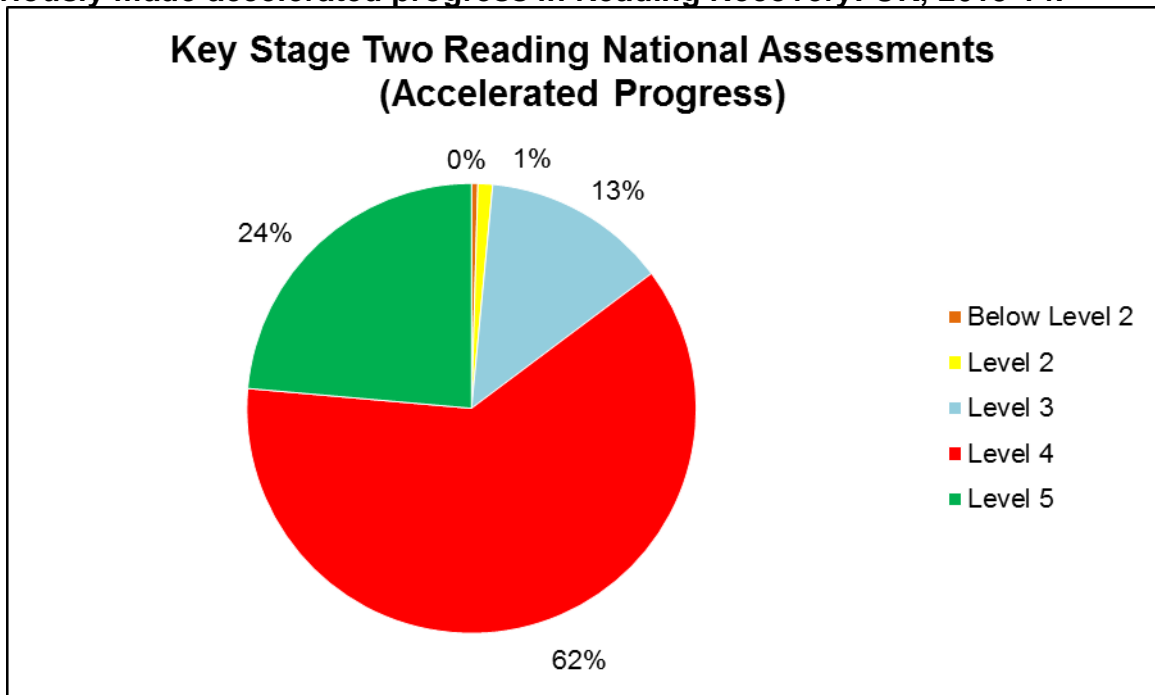


NOTE: These children completed Reading Recovery during 2008-09 or 2009-10. They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

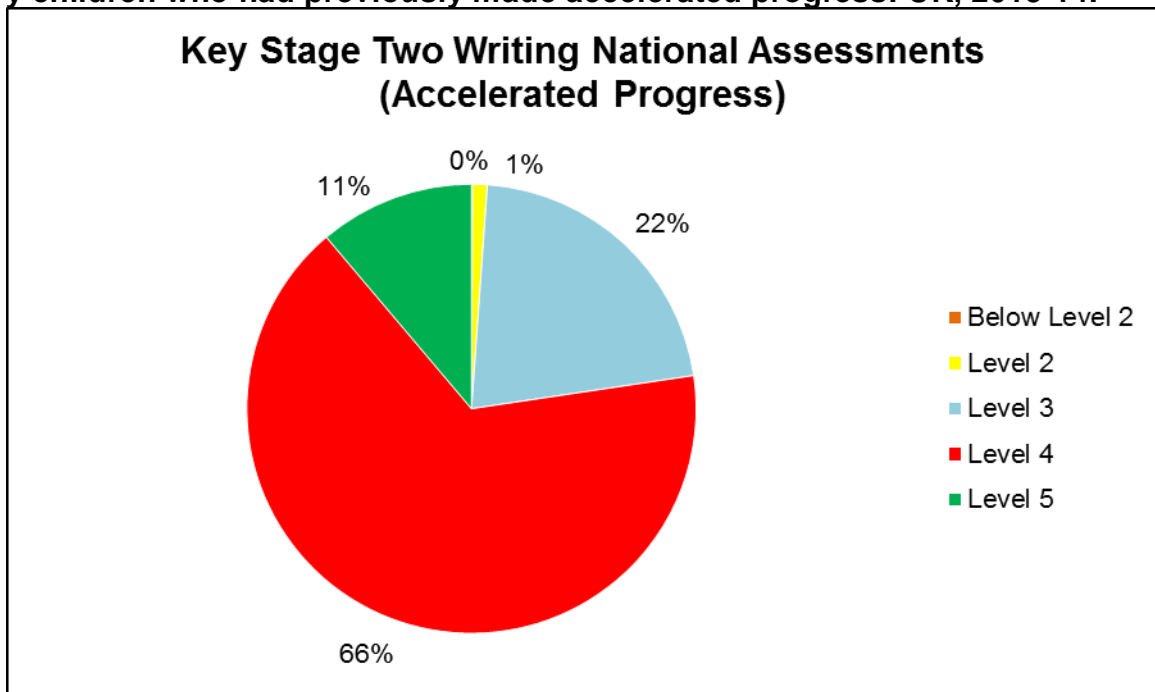
Figure 6.5 – Key Stage Two outcomes of Reading National Assessments for children who had previously made accelerated progress in Reading Recovery: UK, 2013-14.



NOTE: These children were in Reading Recovery during 2008-09 or 2009-10, and had made accelerated progress (discontinued programmes). They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Figure 6.6 – Key Stage Two outcomes of Writing National Assessments for Reading Recovery children who had previously made accelerated progress: UK, 2013-14.



NOTE: These children completed Reading Recovery during 2008-09 or 2009-10, and had made accelerated progress (discontinued programmes). They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Tables 6.5 and 6.6 show the power of Reading Recovery to close the attainment gap between particular cohort groups, notably boys and children in poverty. Table 6.7 shows the impact of all children who achieved accelerated progress at five or six years. Table 6.8 shows the impact on the cohort as a whole, including those who did not reach age-related expectations at the end of the programme.

Table 6.5 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery children who had previously made accelerated progress, sorted by background characteristics: The United Kingdom, 2013-14.

Cohort Description	Key Stage Two Reading				Key Stage Two Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	Number	%	Number	%	Number	%	Number	%
Gender								
Male	799	98.6	689	85.1	796	98.9	616	76.5
Female	507	98.3	441	85.5	513	98.8	408	78.6
First language								
English	918	98.1	789	84.3	922	98.5	705	75.3
Other	389	99.5	342	87.5	388	99.7	320	82.3
Economic status								
Disadvantaged	502	98	431	84.2	503	98.6	394	77.3
Not disadvantaged	788	98.7	684	85.7	790	99	615	77.1
Special cohort group								
No	1,252	98.5	1,083	85.2	1,255	98.9	975	76.8
Traveller child	3	100	3	100	3	100	2	66.7
Other special group	25	100	21	84	25	100	25	100
'Looked after' child	11	100	11	100	10	90.9	9	81.8
Asylum seeker or refugee child	6	100	5	83.3	6	100	5	83.3

NOTE: These children completed Reading Recovery during 2008-09 or 2009-10, and had made accelerated progress (discontinued programmes). They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

% refers to the percentage of children who had previously made accelerated progress in this group, who achieved these levels, out of a total of all those in the group who had achieved accelerated progress and for whom Key Stage Two SATs results were provided.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Table 6.6 – Key Stage Two outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics: The United Kingdom, 2013-14.

Cohort Description	Key Stage Two Reading				Key Stage Two Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	Number	%	Number	%	Number	%	Number	%
Gender								
Male	961	95.8	803	80.1	959	95.3	699	69.5
Female	609	95.2	508	79.4	613	95.3	451	70.1
First language								
English	1,102	94.6	910	78.1	1,104	94.4	784	67
Other	469	97.9	402	83.9	469	97.7	367	76.5
Economic status								
Disadvantaged	627	93.6	511	76.3	629	93.5	448	66.6
Not disadvantaged	921	96.8	781	82.1	921	96.5	684	71.7
Special cohort group								
No	1,507	95.6	1,259	79.8	1,509	95.3	1,098	69.4
Traveller child	4	80	3	60	4	80	2	40
Other special group	31	96.9	24	75	31	96.9	27	84.4
'Looked after' child	12	100	12	100	11	91.7	9	75
Asylum seeker or refugee child	6	100	5	83.3	6	100	5	83.3

NOTE: These children completed Reading Recovery during 2008-09 or 2009-10. They were in Year Six during 2013-14, and so their Key Stage Two National Assessments were tracked in order to report upon their post-Reading Recovery progress.

% refers to the percentage of children in this group, who achieved these levels, out of a total of all those in the group with completed programmes and for whom Key Stage Two SATs results were provided.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Closing the attainment gap at age 11

Gender: Among boys who had achieved accelerated progress in Reading Recovery at age six, **85% achieved Level 4 or above** at age 11, very close to attainment for all boys nationally (Table 6.5), i.e. across the whole ability spectrum (87%, DES, 2014⁵).

Among all boys who had completed Reading Recovery at age six, including those who had not made accelerated progress, 80% achieved Level 4 or above (Table 6.6). Only 4% of boys attained below Level 3 compared with 5% across the whole national population even though, in addition to the gender difference, the Reading Recovery cohort were the lowest attaining at age five.

Economic disadvantage: Among children in poverty who had achieved accelerated progress in Reading Recovery at age six, **84% attained national curriculum Level 4 or above at age 11** (Table 6.5).

Among all children in poverty who had completed Reading Recovery, including those who had not achieved accelerated progress, 76% attained National Curriculum Level 4 or above (Table 6.6). Just 6% of children in poverty attained below Level 3, compared with 5% of all children in the national population even though, in addition to the factor of poverty, the Reading Recovery cohort were the lowest attaining at age five.

This demonstrates that a strong Reading Recovery implementation, in which almost all children are enabled to succeed, has the potential to close the attainment gap completely and permanently for children in poverty.

⁵ DES-SFR-30-2014 Sept 2014

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, to fine-tune their practice and engage in high level professional investigations of teaching and learning.

a) Experience

Table 7.1 – Experience of Reading Recovery teachers: The United Kingdom and the Republic of Ireland, 2013-14.

Years of Experience	Reading Recovery Teachers	
	Number	Percentage
In training year	288	18.8
Trained	1,244	81.2
Trained in previous year	239	15.6
Trained 2-3 years ago	426	27.8
Trained 4-5 years ago	323	21.1
Trained more than 5 years ago	256	16.7
Total	1,532	

NOTE: This table excludes teacher leaders.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

The teaching resource for Reading Recovery reduced from 1,637 in 2013 to 1,532 in 2014 (Table 7.1). Two out of three Reading Recovery teachers now have two or more years experience in the role. This gives them a deeper understanding upon which to draw, but means that they have less contact with their professional support network and can mean that their time to teach is less well protected in school (Table 7.2).

Table 7.2 – Days taught and days missed by Reading Recovery teachers, sorted by teacher experience: The United Kingdom and the Republic of Ireland, 2013-14.

Training Status	Total Number of Teachers	Days Taught		Days Missed	
		Mean	SD	Mean	SD
Teachers in training	288	169.8	22	12.3	14.7
Experienced teachers	1,244	163.5	35.4	13	17.2

NOTE: This table excludes teacher leaders.

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Experienced teachers taught slightly fewer lessons than teachers in their training year, although a wide standard deviation suggests a very great range of individual differences (Table 7.2). The figures showed a small but welcome reversal of a trend, noted in last year's monitoring report, of a steady increase in the number of available lessons missed by experienced teachers.

b) Teacher responsibilities

Trained Reading Recovery teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for the support of children who do not receive Reading Recovery. Those who combine Reading Recovery with class teaching are often able to demonstrate the application of Reading Recovery principles in the classroom. However, the demands made upon a Reading Recovery teacher's time can interrupt daily lessons and undermine the effectiveness of the intervention. Part time teachers, on the other hand, whose sole responsibility is Reading Recovery, can risk being marginalised, and their potential contribution to wider school standards, can be lost.

Table 7.3 – Days taught and days missed by Reading Recovery teachers, sorted by teacher role in school: The United Kingdom and the Republic of Ireland, 2013-14.

Teacher Role	Total Number of Teachers	Days Taught		Days Missed	
		Mean	SD	Mean	SD
RR teacher and support	895	164.1	30.8	13.2	16
RR teacher only	405	170.9	34	8.4	13.6
Class teacher and RR teacher	115	153.5	43.4	18.5	24.3
Other	117	156.4	35.9	21.9	20.2

NOTE: This table excludes teacher leaders.

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

More than half of all teachers in Reading Recovery had responsibility for other forms of learning support in their schools (Table 7.3) suggesting that schools are using the expertise of the Reading Recovery teachers more widely to support the needs of young struggling literacy learners.

Teachers whose sole responsibility was to deliver Reading Recovery missed fewer days teaching than those with other duties, whilst those with class teaching responsibilities were more likely to find their Reading Recovery teaching disrupted, and the very wide standard deviation suggest that some individuals missed large numbers of lessons. Overall those who combined Reading Recovery and class teaching taught slightly fewer and missed slightly more lessons than in the previous year

Those with 'other' duties are a very varied group, including SENCOs and school senior managers, though in contrast to class teachers this group were able to safeguard their teaching a little more than in the previous year.

c) Days worked and missed

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

Table 7.4 – Number of Reading Recovery lessons missed, sorted by reason for lesson missed and by programme outcome: The United Kingdom and the Republic of Ireland, 2013-14.

Programme Outcome	Lessons Missed				Total
	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	
Accelerated progress					
Number of lessons lost	33,330	21,618	16,773	40,322	112,043
Average lessons per child	4.7	3	2.4	5.7	15.7
<i>Standard deviation</i>	5.4	3	4.4	7	11.6
Referred					
Number of lessons lost	7,946	4,910	3,418	8,861	25,135
Average lessons per child	6.1	3.8	2.6	6.8	19.2
<i>Standard deviation</i>	6.1	3.3	4.6	7.9	12.6

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

Over 21 years of national monitoring, there has been a consistent association between higher numbers of missed lessons and a child not being enabled to make accelerated progress. In the past, it was often felt that child absence was a major barrier to their success in Reading Recovery. However, lessons lost because the teacher was in school but unavailable to teach now outnumber lessons lost because of child absence (Table 7.4). The combination of a child who was frequently absent and a teacher who was frequently unable to teach meant that children lost up to 19 lesson opportunities, almost four weeks' worth of teaching.

d) Outcomes

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.

Table 7.5 – Number of pupils served and their programme length, sorted by teacher training status, and programme outcome: The United Kingdom and the Republic of Ireland, 2013-14.

Teacher Training Status/ Programme Outcome	Pupils Served		Weeks in Programme		Lessons in Programme	
	Number	Percentage	Mean	SD	Mean	SD
Teachers in training						
Accelerated progress	1,288	86.8	17.9	5.1	70	21
Progress	196	13.2	20.2	4.5	76.6	19.9
Experienced teachers						
Accelerated progress	5,759	84	17.8	4.8	71.5	19.9
progress	1,099	16	19.7	4.3	77.3	18

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

SOURCE: *International Literacy Centre: Annual Data Collection, 2013-14.*

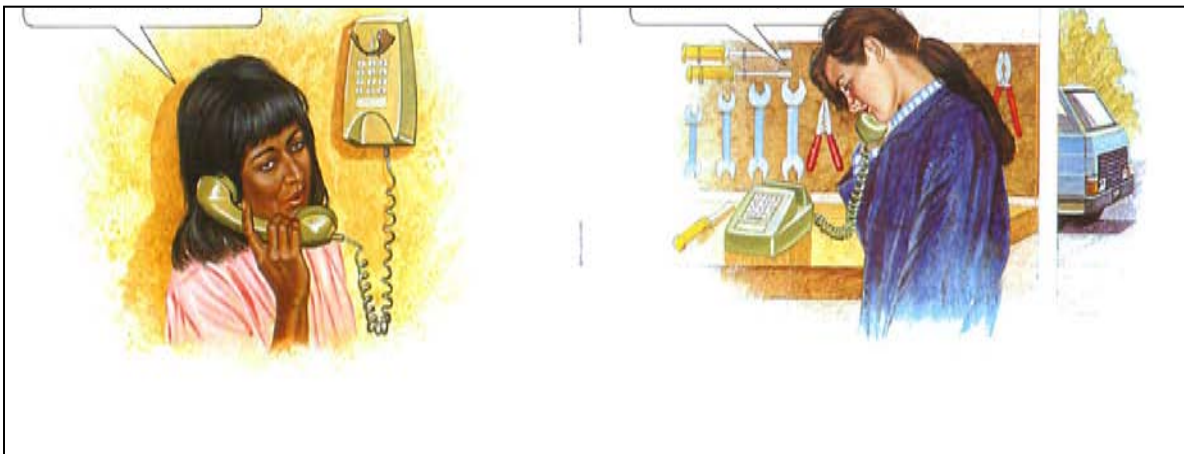
Although teachers in their second and subsequent years in the role have the advantage of experience, teachers in their initial year of training have the close support of their Teacher Leader and frequent professional development sessions. They are also able to safeguard their teaching time, enabling them to achieve accelerated progress with slightly more children on average than their more-experienced colleagues (87% and 84% respectively, Table 7.5).

Appendix A: Progress in Reading Recovery

Typical text at Reading Recovery Level one



Typical text at Reading Recovery Level 10



Typical text at Reading Recovery Level 17

