

Reading Recovery

Initial Professional Development

Available in Malta for the first time in 2018-19

Intensive Professional Development to learn how to implement Reading Recovery in a school and help the lowest achieving children to overcome literacy difficulties.

Reading Recovery

A trademarked school-based literacy programme for children aged six and seven with the most complex problems in reading and writing.

It involves one-to-one lessons with a specially trained teacher 30 minutes a day for 15-20 weeks.

Does Reading Recovery work?

17 out of 20 children who complete Reading Recovery catch up with their classmates within 18 weeks and continue to make progress. More than 100 international research studies have evidenced the effectiveness of Reading Recovery.

Who is the Initial Professional Development for?

The Initial Professional Development (IPD) is specifically designed for qualified primary school teachers with at least two year experience in teaching children aged 6-8 to read and write.

The course is internationally recognised and accredited by the UCL Institute of Education.

What does the IPD involve?

- 20 half day sessions, spread across a full school year, including live lesson observation, in-depth assessment of early literacy, analysis of teaching and learning, practical advice and guidance
- four visits to your school to develop an effective and efficient Reading Recovery programme
- developing whole school impact by disseminating Reading Recovery principles to class teaching, learning how to support other teachers and classroom assistants
- developing guidance on how to support parents
- access to a secure data system for monitoring and reporting progress of children receiving literacy support, generating reports to support the strategic management of intervention and to provide accountability
- one day professional development for an intervention manager or complementary teacher in your school. This includes learning about the reading and writing processes, and the effective use of assessment for early literacy.

Course objectives:

- » develop a deep understanding of children's learning and early literacy acquisition
- » learn skills to assess and overcome children's literacy learning barriers
- » become reflective of teaching decisions and their impact on children's learning
- » learn how to develop and use a gradient of challenge in text reading to support progress in reading
- » learn how to achieve accelerated progress in writing
- » become an expert for the school on diagnostic assessment of literacy
- » work with parents to understand and support their child's development
- » monitor and assess the effectiveness of intervention, and report impact to support accountability.



How do I find out more and apply?

In 2018-19, this course is delivered in Malta by a Reading Recovery International Trainer/ literacy specialist from UCL Institute of Education. To make an enquiry about booking a place on this course, please contact the project lead at the **National Literacy Agency:**

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For more information about Reading Recovery, please contact:

Reading Recovery Europe, UCL Institute of Education, 20 Bedford Way, London WC1H 0AL

W: <https://www.ucl.ac.uk/international-literacy/>

E: ioe.ilc@ucl.ac.uk



@ILC_RREurope



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Reading Recovery teachers say

"Now I know I can teach any child to read. It is the most satisfying and rewarding role which I have undertaken in my 30+ years of teaching!"

"I love that I'm always learning and deepening my understanding... for me it ticks all the boxes of why I went into teaching in the first place and it has allowed me to reach those children that nothing else seemed to reach."

