

### Reading Recovery is effective

Research into effectiveness assesses whether an intervention works and can be integrated into the existing education system. There is substantial evidence evaluating Reading Recovery's effectiveness with the lowest-attaining pupils in a wide range of educational contexts.

**D'Agostino, J.V., & Harme, S.J. (2016),** *An International Meta- Analysis of Reading Recovery*. *Journal of Education for Students Placed at Risk (JESPAR)*, Vol 21, NO.1, 29-46

### Progress is sustained

The goal of Reading Recovery is that children not only catch up with their peers but sustain those gains, remaining in the average band of literacy attainment. Many research and evaluation studies demonstrate that Reading Recovery students maintain and improve their gains in the years following Reading Recovery.

**Hurry, J. and Fridkin, L. (2018),** *The impact of Reading Recovery ten years after intervention*, *UCL Institute of Education*

### Reading Recovery is cost-effective

The long-term benefits of literacy achievement may significantly outweigh the short-term cost of instruction and teacher preparation. By intervening early, later costs on special education and catch-up programmes are reduced.

**Pro Bono Economics (2018),** *Assessing the impact of the Reading Recovery programme. An economic evaluation*.

**KPMG Foundation (2013),** *KPMG Foundation Impact Report*

### The attainment gap can be closed

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 beginning to fall behind.

This is despite the fact that children were identified for Reading Recovery when they were six because they were the very lowest attaining in their class.

### Read reports and find out more:

<https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research>

### Contact the International Literacy Centre:

Email: [ioe.ilc@ucl.ac.uk](mailto:ioe.ilc@ucl.ac.uk)  
@ILC\_RREurope  
#ReadingRecovery

### Information about the schools in Malta participating in Reading Recovery:

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# Overcoming illiteracy with Reading Recovery



Working together to provide Reading Recovery in Malta

### 30 minutes a day for just 12 to 20 weeks

Reading Recovery is an evidence-based early intervention for children who are not getting underway with reading and writing after one year in school. Teachers are specially trained to raise these children's literacy levels through individually designed and individually delivered lessons. Most children catch up to age-expected levels in a short period of time and no longer need extra help.



### Lessons are different for every child

Children have a Reading Recovery lesson every day. These lessons include;

- Reading familiar books
- Reading independently
- Work with letters and words
- Writing a story or message
- Reassembling a cut up sentence
- Talking about and reading a new book.

Daily assessment makes sure that teaching starts from what the child knows and works towards he/she needs to learn next.

### Reading Recovery teachers

Teachers have a year-long intensive training to learn to use Reading Recovery procedures. Reading Recovery teachers identify the lowest attaining children, those who have made virtually no progress in literacy in their first year at school. They work with them for half an hour every day and transform them into enthusiastic, able and independent readers and writers who will continue to learn as if they never had problems.

Teachers need to be experienced before they begin to train in Reading Recovery.

### Training and support

Reading Recovery teachers are trained by Teacher Leaders. They are literacy experts who have received a high level of training about literacy learning and teaching of young children. They have also trained to work with teachers including to use a special one-way viewing screen to increase understanding through peer observation and discussion of teaching.

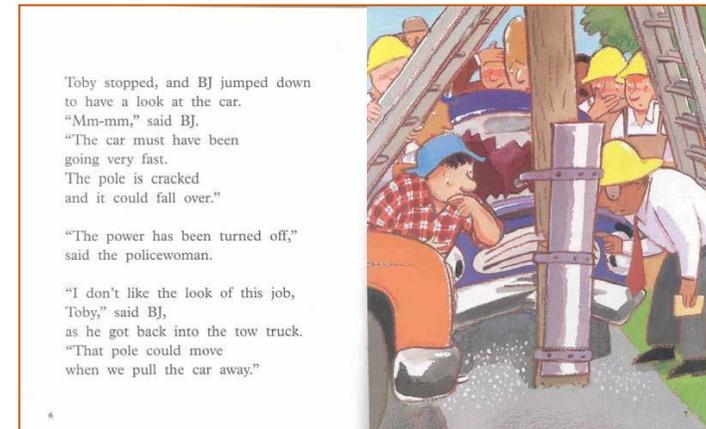


### Progress in Reading Recovery

Children identified for Reading Recovery have made little or no progress in literacy in their first year of literacy teaching at school. They make very fast progress, moving from this;



to this in 20 weeks.



Progress is also made in writing. Research shows that Reading Recovery achieves good results that are swift and long lasting.

### What is the evidence?

Reading Recovery has been widely researched internationally.