



**Report for
Reading Recovery in Europe
2019 - 20**

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Produced by Reading Recovery Europe.

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Introduction

Reading Recovery™ is a short-term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually, by a specially trained teacher for 30 minutes each day for between 12-20 weeks of instruction. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance. Reading Recovery is an early intervention. Once children begin to fail, opportunities for them to regain normal progress among their peers become more difficult and more costly to achieve. There is also strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes.

There is substantial independent research evidence (D'Agostino & Harmeey, 2016) supporting the conclusion that Reading Recovery can be an efficient and effective means of overcoming literacy difficulties for many children when delivered as designed. It is particularly effective for those most at risk of failure, such as children in poverty, children with limited control of English and those who have made the least progress in their pre-school and early school experience.

Key to the successful implementation of Reading Recovery, is the effective delivery of the professional development programme and the consistent daily teaching of pupils. Three levels of professional staffing provide a stable training structure: university-based trainers who train and support teacher leaders; local level teacher leaders working at local level, who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

Reading Recovery is most effective when it forms an integrated part of literacy provision in schools. Reading Recovery Teacher Leaders and teachers are a valuable resource and in addition to providing effective early literacy intervention, can play an important role in developing and implementing whole-school support. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made to ensure that implementation is as designed.

Reading Recovery is one of the most carefully monitored initiatives on literacy intervention. Since 1994, routine annual monitoring has documented outcomes for all children served in Reading Recovery. Consistently positive outcomes have been shown worldwide, with a large majority of children who completed the programme reaching age-appropriate levels of literacy. This is supported by independent research evidence which also indicates that the effects of Reading Recovery are long lasting (Hurry & Fridkin, 2018).

The school year 2019-2020 saw disruption to the implementation of Reading Recovery, with programmes put on hold, interrupted by the Covid-19 pandemic. Monitoring of programmes and long-term progress continued so that Reading Recovery programmes which were interrupted could be tracked. This information not only reports what happened to children who received Reading Recovery, but also informs local decisions about which children will continue with Reading Recovery when schools reopen fully. When schools closed in March 2020, children were unable to complete their programmes in the usual way. Across Europe, many

children continued to receive regular online support from their Reading Recovery teacher. These lessons were not recorded as Reading Recovery lessons but are testament to ways in which local implementations were able to continue to support the most vulnerable children and make a contribution to how schools supported the most vulnerable families. Children whose programmes were **Interrupted due to COVID-19** who were still in the age band for Reading Recovery and had not yet received a full Reading Recovery programme were able to continue in the new scholastic year; their exit and follow up outcomes will be reported in 2020-21. In addition, incomplete data entry by teachers may be due to teaching records with initial/final assessment and follow up scores being kept in school and not available to the teacher. Teachers were asked to add these data onto the database when they returned to school.

This Report

All available data for (i) pupils taught in Reading Recovery across Europe during 2019-20 and (ii) received follow up tracking assessments are documented within this report. Data entry by teachers was understandably incomplete when the data base closed for 2019-20. Further information on these programmes will be entered by teachers as they return to school and will be reported on in the 202-21 report.

This year, there are six possible descriptors for Reading Recovery programmes during 2019-20.

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 additional support.
3. **Interrupted due to Covid-19**: These programmes have not been completed but are ongoing. The children started Reading Recovery during the 2019-2020 school year and have not yet reached an outcome. For many of these ongoing programmes, teachers indicated that this status was due to Covid-19.
4. **Incomplete**: These children were part way through their series of lessons when the programme had to be suspended (e.g., because of funding withdrawal).
5. **Left**: These children left the school part way through their programme.
6. **Ongoing**: In regions where school closures lasted a few weeks only, children returned to their Reading Recovery lessons during 2019-2020; some of these pupils had ongoing programmes at the end of the school year and have been recorded as 'ongoing' to differentiate them from programmes that were halted for at least three months.

This report presents Reading Recovery pupil outcomes for the **3811** children served by Reading Recovery in Europe during the 2019-20 school year. Of those:

- **1523** children have completed their programmes.
 - **1196** of those programmes were successfully discontinued, the children now reading and writing at age-expected levels.

- **327** children made progress but are not yet at age expected levels of attainment. Their programmes are referred back to school.
- **69** programmes were entered as incomplete and **22** children left school.
- **53** programmes were recorded as **ongoing**.
- **2144** children's programmes were interrupted due to COVID-19 school closures.

716 professionals were involved in Reading Recovery. **49** were Teacher Leaders (7 in training) and the remaining **667** were Reading Recovery teachers.

In addition, the report gives information regarding implementation factors that may support or hinder the success and efficiency of Reading Recovery.

References

Clay, M. M. (2013) An Observation Survey of Early Literacy Achievement Heinemann, United States, NH

D'Agostino, J.V. & Harmeey, S.J. (2016) An International Meta-Analysis of Reading Recovery, Journal of Education for Students Placed at Risk (JESPAR), 21:1, 29-46, DOI: 10.1080/10824669.2015.1112746.

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

Data collection

The information was collected as a part of the International Literacy Centre annual monitoring procedure using the Reading Recovery Evaluation Database (RRED). Further information about Reading Recovery is available; please visit <http://www.ucl.ac.uk/international-literacy> or email ioe.ilc@ucl.ac.uk.

Data were collected and managed using REDCap electronic data capture tools hosted at University College London Institute of Education. REDCap^{1,2}(Research Electronic Data Capture) is a secure, web-based software platform designed to support data capture for research studies, providing 1) an intuitive interface for validated data capture; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for data integration and interoperability with external sources.

¹ PA Harris, R Taylor, R Thielke, J Payne, N Gonzalez, JG. Conde, Research electronic data capture (REDCap) – A metadata-driven methodology and workflow process for providing translational research informatics support, *J Biomed Inform.* 2009 Apr;42(2):377-81

² PA Harris, R Taylor, BL Minor, V Elliott, M Fernandez, L O’Neal, L McLeod, G Delacqua, F Delacqua, J Kirby, SN Duda, REDCap Consortium, The REDCap consortium: Building an international community of software partners, *J Biomed Inform.* 2019 May 9 [doi: 10.1016/j.jbi.2019.103208]

Link to articles:

<http://www.sciencedirect.com/science/article/pii/S1532046408001226> and
<https://www.sciencedirect.com/science/article/pii/S1532046419301261>

1. System Characteristics

In this section the scale of the Reading Recovery implementation across Europe is presented, including characteristics of pupils admitted to Reading Recovery and the deployment of accredited Reading Recovery teachers and Teacher Leaders. Four European countries implemented Reading Recovery during 2019-2020; England, Ireland, Malta and Scotland.

Pupil characteristics

Reading Recovery is designed to meet the needs of the lowest attaining literacy learners. Children are selected for Reading Recovery based on their literacy levels, as measured by '*An Observation Survey of Early Literacy*' (Clay, 2013), with the lowest attaining children being given the first priority.

Table 1a shows the number of children entering Reading Recovery during the scholastic year 2019-2020 and information about their characteristics (characteristics of children entering in 2018-19 were presented in the 2018-19 report). The information is useful to review which cohorts of children are vulnerable to literacy difficulties in participating schools and were supported by a Reading Recovery teacher.

Year group

Children are identified and selected for Reading Recovery around the age of six, after a full year of formal tuition at school. Each country has its own age-related permissions policy for state schooling. Reading Recovery has consistent approaches to selecting children across all of the four European countries. The lowest attaining children within a specific age range are admitted to Reading Recovery, taking account of relative age in a year group to prevent the identification of 'false-positives'. Selection processes roll across the school year, giving all pupils in a year cohort a chance to be selected equitably regardless of their chronological age. Children are identified for Reading Recovery after they have been in school for at least two terms.

Gender

A slightly higher proportion of boys was selected, and fewer of these programmes result in accelerated learning (see Table 3b), both suggesting that boys' under-achievement in literacy emerges early. This was the case for each of the countries in Europe.

Ethnicity

Data on children's ethnicity is categorised according to national census categories.

First language

Selecting the lowest performing children is a key design principle of Reading Recovery. Some of those selected have English as a first language and some don't. Monitoring of outcomes over many years demonstrates that both groups are equally as likely to be successful and reach literacy levels expected for their age.

Special cohort group

Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and children in care.

Table 1a: Number and characteristics of children taught in Reading Recovery in 2019-20, all programmes and those who completed

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Total number of children served	3811	100	1523	100
Entered the programme				
Last year	1032	27.08	701	46.03
This year	2779	72.92	822	53.97
Gender				
Boys	2081	54.60	813	53.40
Girls	1727	45.30	707	46.40
Refused/ Prefer not to say	3	0.10	3	0.20
First Language				
English	2911	76.40	1226	80.50
Not English	900	23.60	297	19.50
Special Cohort Group				
No	3697	97.01	1480	97.18
Child in care	64	1.68	24	1.57
Traveller child	0	N/A	N/A	N/A
Asylum seeker / refugee	30	0.79	11	0.72
Other priority group e.g. Armed Services	20	0.52	8	0.53
Ethnicity				
White - Irish	1567	41.12	611	40.12
White - Any other	358	9.39	124	8.14
White - Irish Traveller	131	3.44	39	2.56
White - British	899	23.59	442	29.02
White - Maltese	178	4.67	28	1.84
Any other ethnic group	85	2.23	31	2.04
Bangladeshi	32	0.84	13	0.85
Black - African	130	3.41	52	3.41
Black - Any other group	30	0.79	15	0.98
Black – Caribbean	12	0.31	8	0.53
Chinese	13	0.34	2	0.13
Indian	51	1.34	26	1.71
Mixed - Any other groups	64	1.68	27	1.77
Mixed - White and Asian	31	0.81	17	1.12
Mixed - White and Black African	43	1.13	11	0.72

Table 1a: Number and characteristics of children taught in Reading Recovery in 2019-20, all programmes and those who completed				
Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Mixed - White and Black Caribbean	31	0.81	16	1.05
Other Asian/Asian British/Asian Irish	60	1.57	24	1.58
Pakistani	66	1.73	32	2.10
Refused / prefer not to say	30	0.80	5	0.33
Special Educational Needs Status				
No need identified	2092	54.89	854	56.07
Receiving school-based support	1282	33.64	494	32.44
Has been assessed by a psychologist or other specialist professional	381	10.00	156	10.24
Has a statement of SEN or in receipt of specialist support/funding	56	1.47	19	1.25

*Characteristics are collected at entry. These data were collected from programmes starting in 2019-2020. Within Table 1 are children whose programmes were interrupted due to Covid-19 and will be completed in 2020-21. There is also a small proportion of children who left school or who were withdrawn from the Reading Recovery programme.

**Completed programmes are those that had finished their Reading Recovery programme and have either Discontinued or Referred as an outcome. These pupils may have started their programme in 2019 or 2020.

***Percentages are column percentages calculated within each sub-heading.

Teacher Characteristics

In 2019-20, **716** professionals were involved in Reading Recovery; **42** were working as Teacher Leaders (**7** of those in training to become Reading Recovery Teacher Leaders). All those involved were involved in professional development to train for their role in Reading Recovery.

Teacher Leaders train teachers in Reading Recovery, provide continuing professional development for already qualified Reading Recovery teachers who teach children and monitor the quality of implementation in schools. To qualify, they engage in a one-year full time course at Masters level.

The professional development (PD) programme for Reading Recovery teachers is one year long and part time, accredited in Europe by The University College, London. 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. After this initial year, Reading Recovery teachers are

required to participate in ongoing PD under the support and guidance of their teacher leader, in order to maintain their accredited status.

Table 1b presents the number of professionals working in Reading Recovery in Europe during 2019-20 and how were they deployed.

Table 1b: Deployment of Reading Recovery professionals		
Role	Number of Professionals	Percentage of all Professionals
Total number in 2019-20	716	100
Teacher Leader	42	5.87
Teacher Leader in Training	7	.98
RR teacher and class teacher	32	4.47
RR teacher only	86	12.01
RR teacher and support role	440	61.45
RR and other role	109	15.22

2. Efficiency

In this section, we provide data on the efficiency of the programme delivery, and in particular whether the intervention was delivered as a daily programme with sufficient intensity to meet struggling learners' needs. Failure to deliver Reading Recovery as designed results in less children served and extended programme lengths and therefore a higher cost to implementing Reading Recovery.

Length of programmes

Reading Recovery is a short-term intervention. There is no prescribed length to children's programmes although teachers work to make programmes meet children's needs in the shortest time that is achievable, in order to provide opportunities to as many children as possible. 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 2a presents the average number of weeks and lessons received by Reading Recovery pupils who completed their programmes in 2019-20. Attendance data for **1523** pupils were available – **1196** with successfully discontinued programmes, **327** referred. However, 3 discontinued pupils and 2 referred pupils had missing data. All of the pupils reported in Table 2a completed their programmes before the pandemic began.

Daily teaching

Children selected for Reading Recovery are those finding it hardest to learn to read and write. The delivery of daily lessons is an essential factor in enabling those children to make the accelerated progress necessary for them to catch up with their faster learning peers. When daily lessons are delivered, Reading Recovery programmes take between 12 and 20 weeks. Large numbers of missed lessons make progress slower and therefore fewer children get the opportunity to receive a Reading Recovery programme.

Table 2a - Weeks and lessons of children who have completed Reading Recovery; by programme outcome				
Outcome/Time	Minimum	Maximum	Mean	Std. Deviation
Accelerated progress – Discontinued				
Total Pupils - 1196				
Weeks ^a	5	34	18.80	3.93
Lessons ^b	9	130	72.23	17.31
Missed lessons	0	100	19.59	11.61
Progress – Referred				
Total Pupils – 327				
Weeks ^b	5	35	19.95	3.53
Lessons ^b	20	126	74.79	17.52
Missed lessons	0	83	22.04	12.18

^a Missing data – n = 2

^b Missing data – n = 1

The lack of daily lessons in some programmes indicated in the data will have necessitated longer programmes, meaning that teachers did not move on to identify and teach further pupils in need of a programme place as quickly or as frequently as they could have. Some programmes were as long as **35** weeks. Data from the **1523** completed programmes included in Table 2b below show that the most common reason for missed lessons is when teacher and pupil are in school, but the teacher's duties or school events have prevented a lesson taking place. Missing data are also indicated below.

Data reported in Table 2b were not impacted by Covid-19 as the programmes were completed before schools closed and so data were gathered whilst schools were operating normally.

Table 2b: Weeks and lessons missed, completed programmes				
Number of Pupils = 1523	Minimum	Maximum	Mean	Std. Deviation
Number of Weeks Within Programme^a	5	35	19.05	3.88
Number of Lessons Within Programme^b	9	130	72.78	17.39
Number of Lessons Missed Due To Child's Absence^c	0	86	5.79	6.13
Lessons Missed Due To Child's Unavailability^c	0	36	3.61	3.20
Lessons Missed Due To Teacher's Absence^c	0	43	2.97	3.97
Lessons Missed Due To Teacher's Unavailability^c	0	82	7.80	7.23

^a Missing data – n = 3

^b Missing data – n = 2

^c Missing data – n = 4

Number of lessons missed by outcome

It is important to understand why daily teaching was not delivered and whether it is due to pupil factors or to school factors and management of teacher time. Lessons missed were most frequently because the teacher was unavailable, although both pupil and teacher were at school (Table 2c below).

If pupils who have not attained average levels of literacy have missed more lessons than those who have been successful, then this may have been a factor in their slower than expected progress. Table 2c shows that pupils whose programmes were referred had, on average, just **2.56** more missed lessons than those who were successful and that those missed lessons were most frequently because the teachers were being used for other tasks in the school. However, the large standard deviations for child absence and teacher unavailability reported in Table 2b indicate that the numbers of lessons missed varied considerably.

None of the programmes reported in Table 2c were impacted by Covid-19 and were completed before schools closed and so data were gathered whilst schools were operating normally.

Table 2c: Number of Reading Recovery lessons missed in completed programmes; by programme outcome					
	Reason for lessons missed				
Programme outcome	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	Total
All Children (N = 1519)^a					
Number of lessons	8796	5483	4513	11843	30635
Mean	5.79	3.61	2.97	7.80	20.17
Accelerated progress (Discontinued) (N = 1194)					
Number of lessons	6560	4318	3568	8981	23427
Mean	5.49	3.62	2.99	7.52	19.62
Progress (Referred) (N = 325)					
Number of lessons	2236	1165	945	2862	7208
Mean	6.88	3.58	2.91	8.81	22.18

^a Missing data - n = 4 (n = 2 Discontinued, n = 2 Referred)

3. Effectiveness of Reading Recovery

This section reports on effectiveness – whether the intervention goals are achieved under real world conditions and whether the gains are maintained beyond the intervention period.

Programme completion

In the scholastic year 2019-2020, five descriptors were used for Reading Recovery programmes during 2019-2020. Every child entering Reading Recovery is recorded in this report.

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 additional support.
3. **Interrupted due to Covid-19**: These programmes have not been completed but are ongoing. The children started Reading Recovery during the 2019-2020 school year and have not yet reached an outcome. For many of these ongoing programmes, teachers indicated that this status was due to Covid-19.
4. **Incomplete**: These children were part way through their series of lessons when the programme had to be suspended (e.g., because of funding withdrawal).
5. **Left**: These children left the school part way through their programme.
6. **Ongoing**: In regions where school closures lasted a few weeks only (e.g. Jersey and Guernsey), children returned to their Reading Recovery lessons during 2019-2020; some of these pupils had ongoing programmes at the end of the school year and have been recorded as 'ongoing' to differentiate them from programmes that were halted for at least three months.

NB: A smaller proportion of pupils completed their programmes than one would usually expect. Usually, more than 60% of total children served in a school year have completed programmes. This was due to school closures during the COVID-19 pandemic.

Table 3a: Programme completion for children receiving Reading Recovery, by programme completion				
Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (Discontinued)	1196	31.38	1196	78.53
Progress (Referred)	327	8.58	327	21.47
Interrupted due to Covid-19	2144	56.26	N/A	N/A
Incomplete	69	1.81	N/A	N/A
Left School	22	0.58	N/A	N/A
Ongoing (in Jersey and Guernsey only)	53	1.39	N/A	N/A
Total	3811	100	1523	100

Disaggregated outcomes by pupil characteristics

It is important to review whether the achievement gap between specific cohorts and their average peers has been narrowed. For example, identifiable trends in outcome may link to levels of disadvantage, first language or additional social needs.

Table 3b - Background characteristics, programme participation and outcomes of children who completed Reading Recovery during 2019-2020

Characteristic						
	Number of children	%*	Mean Number of Lessons	Entry Mean Book Level	Exit Mean Book Level	% Accelerated progress
All children	1523	100	72.78	1.89	16.16	78.53
Entered the programme						
Last year	701	46.03	62.71	2.86	15.71	76.46
This year	822	53.97	68.81	1.82	16.18	80.29
Gender						
Boys	813	53.40	73.60	1.78	16.12	77.12
Girls	707	46.40	71.79	2.02	16.19	80.06
Refused/ Prefer not to say	3	0.20	82.67	2.67	18.00	100.00
First language						
English	1226	80.50	72.93	1.91	16.04	77.57
Not English	297	19.50	72.15	1.82	16.63	82.49
Special cohort group						
No	1480	97.18	72.72	1.91	16.19	78.99
Child in care	24	1.57	73.75	1.25	14.21	62.50
Asylum seeker/refugee	11	0.72	66.82	1.27	16.45	81.82
Other priority group e.g. Armed Services	8	0.53	89.63	1.63	15.13	37.50
Ethnicity						
White - Irish	611	40.12	75.01	2.10	16.87	81.51
White - Any other	124	8.14	74.00	1.77	16.65	82.26

White - Irish Traveller	39	2.56	74.82	1.49	13.85	66.67
White - British	442	29.02	70.45	1.61	15.02	70.81
White - Maltese	28	1.84	63.18	1.86	16.46	92.86
Any other ethnic group	31	2.04	74.52	1.32	15.52	70.97
Bangladeshi	13	0.85	76.38	1.08	14.15	61.54
Black - African	52	3.41	74.79	2.33	17.21	84.62
Black - Any other group	15	0.98	70.53	2.47	16.20	80.00
Black - Caribbean	8	0.53	66.88	2.13	17.00	87.50
Chinese	2	0.13	57.50	2.5	18.00	100.00
Indian	26	1.71	71.58	2.08	16.58	96.15
Mixed - Any other groups	27	1.77	70.65	2.04	16.52	85.19
Mixed - White and Asian	17	1.12	73.71	1.76	16.18	76.47
Mixed - White and Black African	11	0.72	72.18	1.91	14.27	81.82
Mixed – White and Black Caribbean	16	1.05	69.88	1.75	15.00	62.50
Other Asian/Asian British/ Asian Irish	24	1.58	67.46	1.92	17.08	91.67
Pakistani	32	2.10	66.56	2.75	18.06	93.75
Refused/ Prefer not to say	5	0.33	84.80	0.80	16.80	80.00
Special Educational Needs Status						
No need identified	854	56.07	71.10	2.10	16.81	84.54
Receiving school-based support	494	32.44	75.40	1.66	15.69	72.47
Has been assessed by a psychologist or other specialist professional	156	10.24	74.35	1.58	14.67	68.59
Has a statement of SEN or in receipt of specialist support/funding	19	1.25	67.00	1.00	11.21	47.37

*Percentages are column percentages calculated within each sub-heading

Average scores at entry and exit

Children selected for Reading Recovery are the lowest achieving in their age group, as measured by six measures of early literacy which together comprise the Observation Survey (Clay, 2013). 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 provides an external standardised assessment.

Reading Recovery lessons cease and 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. This judgement is validated through assessment outcomes and discussion between the Reading Recovery teacher and the pupil's classroom teacher.

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.

Data reported in Table 3c were not impacted by Covid-19 as the programmes were completed before schools closed and so data were gathered whilst schools were operating normally.

Table 3c: Average Scores on Observation Survey tasks of children with completed Reading Recovery programmes, at entry and exit from the programme

Total Pupils	Book Level		Letter ID		CAP		Word Test		Writing Vocab		HRSIW*		BAS Reading Age	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
All completed programmes, at entry														
N = 1523	1.89	2.22	43.69	9.35	12.30	3.49	9.00	6.08	10.96	8.54	22.68	9.70	7.92 (5 years 4 months)	7.55
All completed programmes, at exit														
N = 1523	16.16	4.44	51.92	4.25	19.74	3.07	21.02	3.27	35.81	15.08	34.48	4.44	28.64 (6 years 4 months)	11.96
Exit data at Discontinuation - Accelerated progress														
N = 1196	17.71	3.09	52.62	3.10	20.35	2.69	21.89	1.98	38.62	14.54	35.37	3.16	31.71 (6 years 4 months)	10.63
Exit data at Referral (Progress)														
N = 327	10.49	3.98	49.36	6.37	17.51	3.36	17.83	4.76	25.48	12.27	31.18	6.47	17.38 (5 years 10 months)	9.59

*Hearing and Recording Sounds in Words is a test of sound-to-letter knowledge

In 2018-19, the average book level on entry to Reading Recovery was 1.97 with a standard deviation of 2.16. Data collected from the lowest attaining pupils in 2019-2020 indicates that in participating schools, scores were almost the same with similar dispersion. Table 3d shows other entry scores demonstrate a similar picture, indicating that there are numbers of children needing help with literacy learning each year.

Table 3d: Comparison of Average Scores on Observation Survey tasks of children with completed Reading Recovery programmes, at entry to Reading Recovery in 2018-19 and 2019-2020

Total Pupils	Book Level		Letter ID		CAP		Word Test		Writing Vocab		HRSIW*		BAS Reading Age	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
All pupils completing in 2018-19 at entry														
N = 710	1.97	2.16	44.13	8.92	12.80	3.38	9.72	6.00	12.19	8.59	23.68	9.41	8.61 (5 years 7 months)	7.48
All pupils completing in 2019-2020 at entry														
N = 813	1.82	2.20	43.30	9.84	11.87	3.60	8.38	6.06	9.88	8.19	21.81	10.0 7	7.32 (5 years 4 months)	7.43

Consistency of outcomes across all national contexts

Mean exit book level ranged from **14.28** to **18.01** across all Reading Recovery centres in Europe, although there was an outlier of 12.97 for one centre. The lower quartile shows 25% of scores fell below 15.23, while the upper quartile shows 25% of scores were above 16.72. The median exit book level was 15.96 and shows a fairly normal distribution. This suggests that, overall, centres across Europe had similar mean book level scores at exit from the programme.

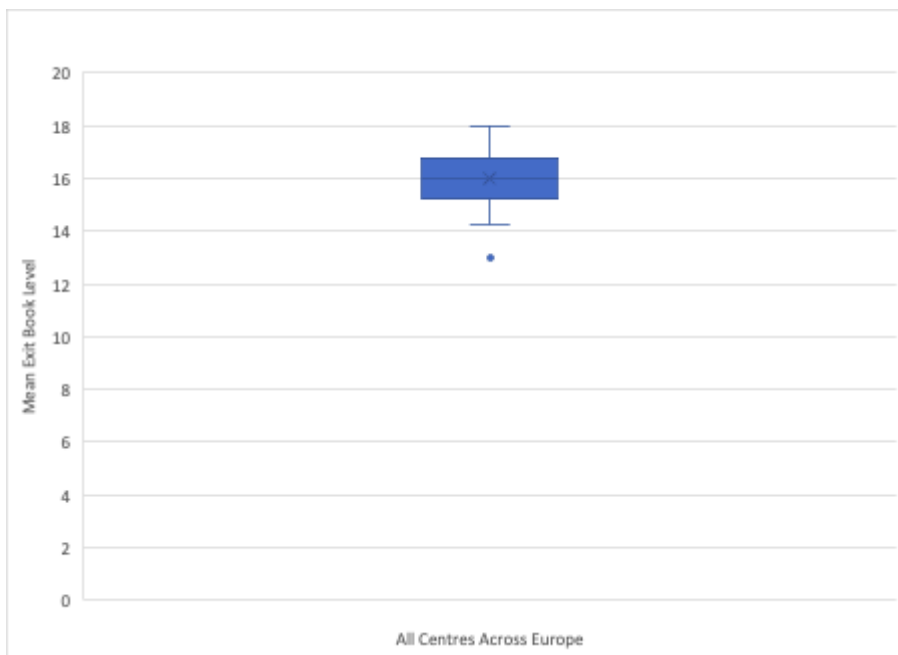


Figure 1. Mean exit book level across all Reading Recovery centres in Europe.

Progress after Reading Recovery by exit status

After the completion of their programmes, 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. This is shown by Table 3e. Scores for book level and writing vocabulary demonstrate that progress is being made in the weeks and months following individual Reading Recovery lessons. This progress is reflected in standardised scores. The large standard deviations for the age-related standardised scores indicate that for many pupils, progress immediately following a Reading Recovery programme is slow, then reverting to an age-related trajectory of progress between three and six months.

Follow-up data collected three months after Reading Recovery programme had ceased were available for **935** pupils, **742** whose programmes were discontinued and **193** whose

programmes were referred. These pupils will have completed their programme between April 2019 and April 2020.

Follow up data collected six months after Reading Recovery programme had ceased were available for **1123** pupils, **918** whose programmes were discontinued and **205** whose programmes were referred. These programmes will have ended between January 2019 and January 2020.

Follow-up data for pupils finishing their programmes during or after May 2020 will be part of the report for 2020-21.

Whilst scores in the follow up data reported in Table 3e were not impacted by COVID-19 (as they refer to children who had already completed their Reading Recovery programmes) the numbers of children whose progress was monitored is less than in a usual year, since follow up testing would only occur when schools are open. Data reported were entered between September 2019 and March 2020.

Table 3e: Follow-up scores on Observation Survey tasks of all completed programmes							
Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age	
		Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
Discontinued							
At discontinuing	742	17.29	2.83	38.37	14.46	31.37 (6 years 4 months)	10.02
At three month follow-up	742	17.92	3.88	40.93	24.74	35.01 (6 years 7 months)	11.43
Referred							
At referral	193	9.97	3.92	23.23	10.77	16.93 (5 years 10 months)	9.58
At three month follow-up	193	10.01	4.88	26.32	13.56	19.49 (5 years 10 months)	11.69
Discontinued							
At discontinuing	918	17.51	2.83	39.31	15.64	32.31 (6 years 4 months)	9.69
At six month follow-up	918	20.03	4.13	46.87	18.57	41.44 (6 years 10 months)	11.60
Referred							
At referral	205	9.57	3.80	22.44	10.74	16.03 (5 years 10 months)	8.98
At six month follow-up	205	11.09	5.44	28.26	14.09	22.28 (6 years 1 month)	12.54

Appendix A: Progress in Reading Recovery

I am a cat.




4

Typical text
at Reading
Recovery
book level 1

A green dragonfly
came to sit on a tree
down by the river.

Little Dinosaur looked at it.
He liked to eat dragonflies.

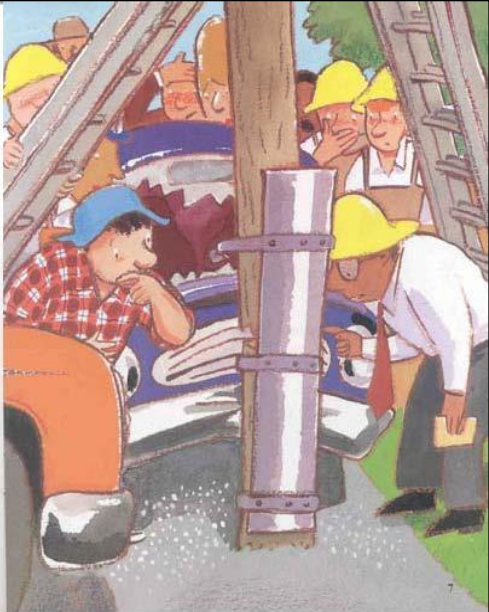


Typical text
at Reading
Recovery
book level 8

Toby stopped, and BJ jumped down
to have a look at the car.
“Mm-mm,” said BJ.
“The car must have been
going very fast.
The pole is cracked
and it could fall over.”

“The power has been turned off,”
said the policewoman.

“I don’t like the look of this job,
Toby,” said BJ,
as he got back into the tow truck.
“That pole could move
when we pull the car away.”



6

Typical text
at Reading
Recovery
book level
16

