

Reading Recovery

Initial Professional Development

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 five or six 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 completed Reading Recovery caught 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.

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 teaching 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 the intervention manager in your school. This includes learning about the reading and writing processes, and the effective use of assessment for early literacy.

Who is the Initial Professional Development for?

The Initial Professional Development (IPD) is specifically designed for qualified primary school teachers with at least two years experience in teaching children aged 5-7 to read and write.

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

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?

This course is delivered locally at Reading Recovery centres across UK and Ireland. To book a place on this course, please contact the teacher leader at the local centre. To find your local centre, visit:

[Reading Recovery Europe website.](#)

For more information, please contact
Reading Recovery Europe
UCL Institute of Education
20 Bedford Way, London WC1H 0AL
T: +44 (0)20 7612 6585 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."

"It is amazing to see a child transform, learning the skills they need, growing in confidence and becoming an enthusiastic reader! It has to be one the most rewarding jobs there is!"