

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 on our website:

[Reading Recovery Europe;](#)

[Data evaluation reports.](#)

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#ReadingRecovery

Overcoming illiteracy with Reading Recovery

2018 UK and Ireland



What is Reading Recovery?

Reading Recovery is a literacy programme targeted to children with the most complex problems in reading and writing.

Who receives Reading Recovery?

Children aged around six are screened on a series of sensitive assessments of literacy, and the lowest scoring are offered Reading Recovery, consisting of daily lessons with a highly trained teacher for about six months.



Number of participating schools:

723



Number of Reading Recovery teachers:

828



Number of Reading Recovery children:

5,519



**30 minutes a day
for just 20 weeks**

Teachers also supported over 3,000 children with less complex difficulties – meaning a total of 8,630 children in the UK and Ireland benefitted from having a Reading Recovery teacher in their school.



50% of the general population are boys



60% of Reading Recovery children are boys

Multiple disadvantages



19% of children in the general population are in poverty



45% of children in Reading Recovery are in poverty



In the general population only 20% are the lowest attaining

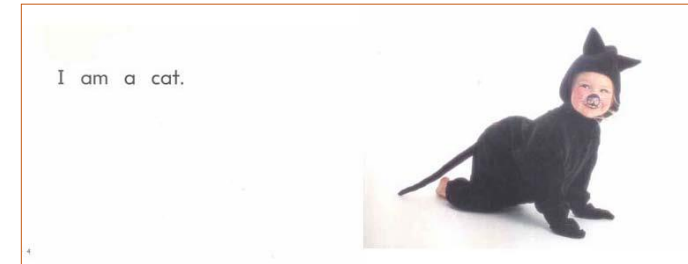


100% of those in Reading Recovery are the lowest attaining

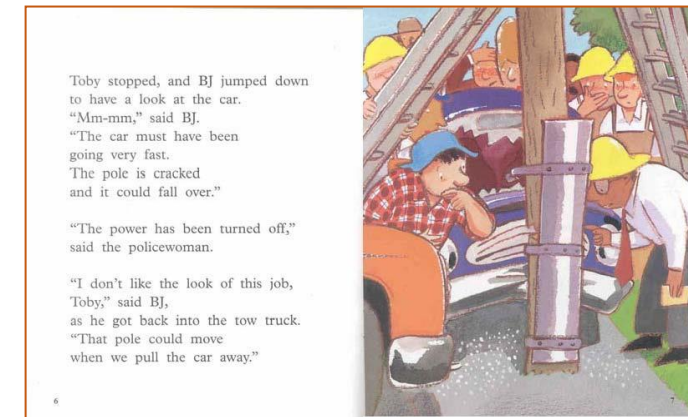
Whilst there is a strong link between poverty and literacy difficulties, they are not the same. **Not all children in poverty need help with literacy and not all children who need help with literacy are poor.**

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. **17 out of 20 children who completed Reading Recovery caught up with their classmates within 20 weeks of daily teaching.**