



Leicester
City Council

LAST CHANCE TO BOOK ON

Reading Recovery Training 2022-2023

Are you still seeing the impact of the pandemic in your youngest pupils? Are you finding that significant gaps in their learning cannot be bridged through existing TA-delivered interventions? Are you looking for a highly effective evidenced based intervention to support literacy development in your lowest attaining KS1 pupils? Do you need a Reading specialist who can support all staff across school? Have you thought about Reading Recovery?

Why Reading Recovery?

Reading Recovery (RR) has significant evidence of high impact - over 200 research studies document benefits for students and schools. A recent meta-analysis¹ found an effect size of 0.59 which the EEF cites as 'high impact'². A study of GCSE attainment of children 10 years after receiving RR³ demonstrated RR gains were sustained. RR impacts phonics⁴. RR is highly rated by numerous independent organisations e.g. What Works Clearinghouse⁵, the Early Intervention Foundation⁶, the Institute for Effective Education and the Education Endowment Foundation⁷. Pro Bono estimated potential economic benefits of RR demonstrating value for money⁸.

In the last complete school year, 5142 children received individual teaching in RR and around 40% of those children were disadvantaged based on FSM indicators. In 2019, 99% of children entering RR had standardised reading ages of less than 4 years 10 months, indicating that they were the lowest attaining in their cohort and over 80% were accelerated to average levels after their RR programmes.

Jean Gross CBE:

"I've spent a lifetime in education and still come back to the same answer. Reading Recovery. The intervention that gets how complex the reading process is for some children and addresses multiple needs."

¹ D'Agostino & Harme (2016) included RCTs and high-quality quasi-experimental studies.

² The EEF places 0.59 in the range of 'high impact' <https://educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/attainment/>

³ Hurry & Fridkin (2019) watch webinar on **'The Long term effects of Reading Recovery'**

⁴ Children who received RR scored higher than 60% of control/comparison groups on measures of phonological encoding, phonological awareness, word reading, decoding, and letter identification (Harme & Bodman, 2020).

⁵ <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/420>

⁶ <https://guidebook.eif.org.uk/programme/reading-recovery>

⁷ https://www.ucl.ac.uk/reading-recovery-europe/news_and_media_coverage

⁸ **Assessing the impact of the Reading Recovery programme (assets.kpmg)**

Deficits in oral language development and literacy development coincide with social disadvantage. A trained RR specialist teacher in your school carries out initial assessment in reading, writing and language, then shapes a series of lessons based on each individual child's starting point. The RR specialist can also guide small group learning; advise and support class teachers; contribute to strategic mapping of literacy needs and provision; and develop partnership working with parents to support home learning.

Reading Recovery Europe (RRE) has a well-established track record in design and quality assurance of training literacy specialists. Regional Teacher Leaders provide this training.

No other intervention has been proven to make such a long-lasting difference to the literacy skills and life chances of its recipients

The Leicester City Reading Recovery Training Package offer:

- 20 half day training sessions for your chosen teacher, with lesson observation; in-depth assessment; detailed analysis of teaching and learning and practical advice and training
- 4 half day visits from a UCL/IOE Reading Recovery Teacher Leader
- data tracking and reporting
- Reading Recovery manuals for assessment and teaching
- equivalent of 1-day assessment training for your intervention manager

Cost: £3,100

A trainee Reading Recovery teacher will need to:

- Be a qualified teacher with recent KS1 experience
- Be able to teach 4 pupils on a 1:1 basis **every day** (minimum 0.5FTE for Reading Recovery)
- Have access to Book Banded books for use within the intervention
- Be able to be released for the training outlined above

The course start date is to be confirmed but is likely to be after October half term to allow schools to make necessary staffing arrangements.

To find out more please contact the Reading Recovery Teacher Leader, Michelle Deeming via:

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