

Rationale

The acquisition of the English language, which encompasses speaking, listening, reading and writing, is fundamental to the effective communication in our society. Reading Recovery is a research-based intervention with the prime goals of accelerating literacy learning and reducing reading and writing failure difficulties by targeting those students performing in the lowest 20% of Year One.

It has also been adopted as an effective literacy intervention in the United States, United Kingdom, Canada (English and French), Ireland, Bermuda and Denmark.

Purpose

- To implement a short-term, early literacy intervention that helps students in Year 1 (in their second year of formal schooling) who have not yet established effective reading and writing processes.
- To reduce the number of Year 1 students having difficulties learning to read and write.

Guidelines

1. The effectiveness of Reading Recovery in a school requires a team approach. There must be a joint commitment to the running and maintaining the quality of Reading Recovery to ensure a consistent and supportive approach.
2. Planning must ensure that students receive a series of individual, thirty-minute Reading Recovery lessons from a trained Reading Recovery teacher in addition to the regular classroom Reading and Writing program.
3. The professional training of experienced teachers is essential to the implementation of Reading Recovery. During a year long in-service course teachers are guided in the use of specific Reading Recovery teaching procedures.
4. Professional development is an essential part of Reading Recovery, utilising a three-tiered approach that includes teachers, tutors, and trainers. Professional development for all Reading Recovery teachers begins with a year of professional development and continues in subsequent years.
5. A home-school support group will be established where parents are consulted and informed about the process of students in the Program.

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School Council

May 2014

Purpose

- The Reading Recovery Program will enable Year 1 students to develop effective reading and writing strategies for independent classroom learning.

Implementation

1. Time allocated to Reading Recovery is a school decision and should aim to ensure that all students at risk (as determined by DEECD guidelines) have access to the Program.
2. The selection of students for the Reading Recovery Program will occur in consultation with classroom teachers.
3. The Observation Survey will be used to assess reading and writing strategies.
4. Students will be selected according to the following criteria in order of priority.
 - Lowest text level
 - Observation Survey results
 - Age (oldest first)
5. Students who have transferred into the school with an incomplete series of Reading Recovery lessons should continue as soon as teaching time becomes available.
6. Reading Recovery teachers design an individual reading and writing series of lessons to meet the student's particular needs.
7. The student has five one-on-one Reading Recovery sessions per week in addition to regular classroom lessons in reading and writing.
8. An uninterrupted program is essential. This implies that children's absence from school and school-based disruptions must be minimized to ensure the cost-effectiveness of the Reading Recovery program.
9. The classroom teacher, Reading Recovery teacher and parents, work together to support the child.
10. Students stay in the lesson series until they can participate in classroom literacy activities with minimal help. The lesson series runs for 12-20 weeks, depending on the rate of progress made by each child.
11. To discontinue their lesson series, a student would usually be working at Text Level 16 or above and be able to write several sentences requiring minimum support from their teacher.

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12. The Reading Recovery teacher and classroom teacher observe the student operating in the classroom to assess if they are ready to be discontinued.
13. An independent observer administers the Observation Survey to confirm the decision to discontinue the student.
14. Students are closely observed in the classroom after they have completed Reading Recovery to ensure that they continue to use effective reading and writing strategies.
15. Additional teachers will need to be trained to replace the Reading Recovery teacher if he/she leaves the school or to maintain full implementation of the program.
16. The Program Budget will be reviewed annually for the purchase of teaching and learning materials.

Evaluation

- Student achievement data will be used to evaluate the success of Reading Recovery.