



Reading Recovery is accredited by University College, London (UCL)

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READING RECOVERY

AN OVERVIEW



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

"Reading Recovery Initial Professional Development has not only equipped me to deliver Reading Recovery lessons, but it has profoundly impacted on my knowledge and understanding of the teaching process." (Teacher)

"My eyes are totally opened to a whole new way of teaching literacy. I know now that every child, regardless of ability, background etc. can be taught to read" (Teacher)

WHAT IS READING RECOVERY?

Reading Recovery is an evidence-based, early literacy intervention designed for children aged between 5 years 9 months and 6 years 6 months, who are experiencing challenges with reading and writing, after one year at school.

Children receive daily 30-minute individualised instruction for between 12 and 20 weeks with a specially trained teacher.

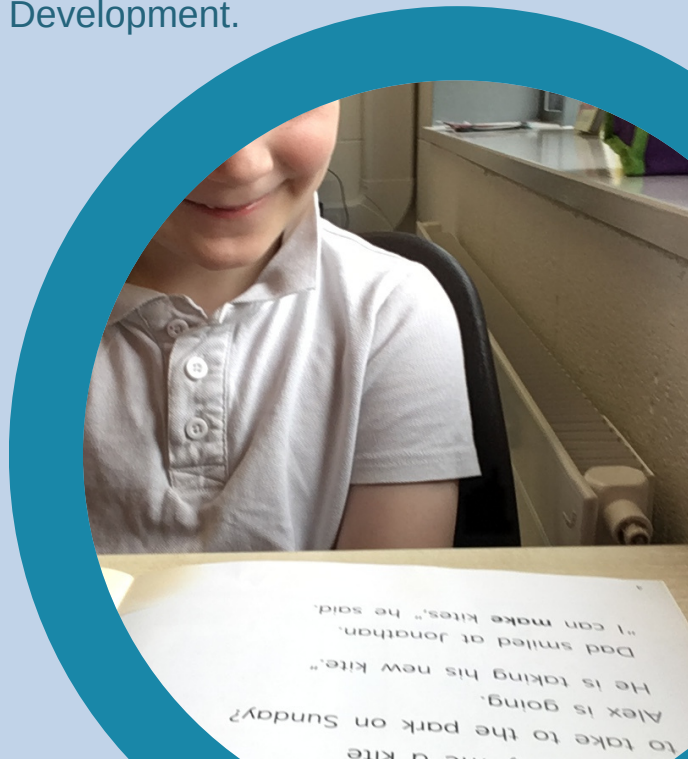
The goal is for children to become effective and efficient language and literacy learners able to work within an average, or higher, range of classroom performance, reducing the need for long-term special educational support.

In Ireland, 8 out of 10 children consistently reach this goal.



PROFESSIONAL DEVELOPMENT

Reading Recovery is a dynamic and professional development process for teachers. It is inquiry-based, involves membership of a professional learning community and interweaves theory and practice. The Initial Professional Development year is intensive and teachers require whole-school support to maximise the benefits of the intervention. Accreditation is maintained through attendance at Continuous Professional Development.



SCHOOL BENEFITS

The value of Reading Recovery teachers goes beyond the children they teach, influencing whole-school practices by:

- highlighting the power and value of maintaining high expectations for all learners
- the early identification of children who are experiencing literacy difficulties
- gaining knowledge and expertise and becoming more effective practitioners
- collaborating with colleagues to enhance whole-school literacy practices
- collecting assessment data that can inform teaching and be used to monitor progress
- contributing to annual data which can assist SSE and whole-school planning

