

READING RECOVERY POLICY: OUR LADY OF LOURDES NATIONAL SCHOOL

INTRODUCTORY STATEMENT & RATIONALE:

Reading Recovery is an early Learning Intervention for pupils aged 5.9-6.6 years designed to dramatically reduce the number of children with literacy difficulties. It provides one to one daily teaching by a specially trained teacher for children who have made poor progress with Literacy in the first 1-2 years of school. Reading Recovery is a twenty week programme, duration of lessons is approximately 30 minutes and work is supplementary to classroom instruction. It is expected that this individualized work would accelerate pupils' progress to the average level of their Class so they then obtain maximum benefit from Classroom instruction.

BACKGROUND

Reading Recovery was originally designed in New Zealand by Professor Marie M Clay.

AIMS OF THE PROGRAMME:

- To identify those children who are having difficulty before problems become too entrenched and provide specialised one-to-one assistance from a trained Reading Recovery teacher.
- To return the very lowest achieving children to the average levels for their age as independent readers and writers in a relatively short time
- To improve self-esteem for the children who need it most.

PROCEDURE AND IMPLEMENTATION

There is an initial consultation with Senior Infant & First Class Teachers to identify pupils within the age range who might benefit from the programme.

Parental permission is then sought for one to one tuition. Expected home input is discussed and parents are shown area where instruction will take place. Parents are informed that each pupil's progress is recorded on Reading Recovery Website, (initials rather than names are used to safeguard privacy). Parents are also made aware that it may be necessary to travel with their child to a Reading Recovery Lesson in Kilkenny Education Centre, transport will be arranged by school with two teachers accompanying child if parents are unavailable. Parents are informed periodically of pupils' progress and are also informed of results of initial and final testing.

A detailed set of diagnostic tests are administered and an observation survey summary sheet is completed. As stated Individual tuition takes place up to 20 weeks for 30 minutes a day, five days a week and if possible it is not interrupted for any reason. There is a daily Lesson sheet for each pupil and a record is kept of reading progress & attendance. Each week the Reading Recovery teacher sends details regarding progress to the Reading Recovery network.

When a pupil has reached Level 17/19 reading in Senior Infants/First Class respectively and written work is also comparable to average Class standard pupils are retested by 'Link Teacher'. A further survey summary sheet outlines exit results which are compared to earlier tests and at this point a final decision by Reading Recovery & Class Teacher is

made to discontinue the programme. In the event of the child not making the necessary progress referral to a psychologist is considered.

For the successful discontinued pupil there is a three and six month follow up test to monitor progress.

THE ROLE OF THE SCHOOL INCLUDES:

- Safeguarding the role of the Reading Recovery Teacher to protect from calls on his/her time which could jeopardise the effectiveness of programme
- Promoting Reading Recovery in the school
- Making provision for the Reading Recovery Teacher to receive ongoing professional development through continuing contact sessions twice each term and to receive Teacher Leader visit each year.
- Supporting the Teacher when it is their turn to take a pupil to the Reading Recovery professional centre, and where possible provide appropriate supervision.

ROLE OF THE PRINCIPAL:

- To oversee the implementation of the Reading Recovery Programme
- To allow the Reading Recovery teacher the necessary time and resources to serve and support the children selected.

ROLE OF THE READING RECOVERY TEACHER:

- The RR Teacher's primary responsibility is working with children in series of individually designed lessons.
- The RR Teacher liaises with the class Teacher, school team and parents to provide effective intervention
- Receive parents/ Link Teacher/ Teacher Leader to view a 'live lesson' if requested
- Travel to Kilkenny Education Centre to conduct 'live lesson' if requested
- Follow the set procedures for the selection of the lowest achieving children in the age band
- Maintain comprehensive records for each child & post progress record to Reading Recovery Website
- Monitor progress of all children who have received Reading Recovery
- Follow the set procedures for discontinuing children causing concern or for the referral of those who cannot be successfully discontinued from Reading Recovery

THE ROLE OF THE 'LINK TEACHER':

- Undertake exit testing of pupils who have completed Reading Recovery programme

THE ROLE OF PARENTS:

- To consent to requirements of programme
 - information about their child's Reading Recovery progress being posted to Reading Recovery National Website (initials only to be used)
 - one to one tuition
- To support their child on the programme and to work with the child on the follow up homework in reading and writing each night

- To meet and discuss the initial and exit test results
- To continue to read together with their child after the RR Programme is discontinued to ensure maintenance of reading levels attained
- To if possible assist school if child is required to participate in 'live lesson '

FRAMEWORK FOR LESSONS:

In every lesson a child:

- 1) Reads familiar books, 2/3 from the PM series of books
- 2) Re-reads yesterday's book, Running Record of errors taken
- 3) Works with magnetic letters, letter & word work (breaking up words and constructing words).
- 4) Composes and writes a story.
- 5) Reassembles that story as a puzzle from its parts.
- 6) Is introduced to a new Reading Book.
- 7) Reads that book for the first time.

SELECTION OF TESTS ADMINISTERED

- Letter Identification.
- Concepts about Print.
- Duncan Word Reading
- Written Vocabulary.
- Hearing and Recording Sounds in Words.
- British Reading Abilities Scale.
- Book at Difficult/Instructional/Easy Levels

SUCCESS CRITERIA

- Full inclusion of pupils selected in Classroom Literacy following on completion of Reading Recovery Programme
- Continued inclusion at Class Level as pupils progress through school

REVIEW

This policy is up for review in 2016

Implementation

The policy will be implemented from December 2015 by the Support Team, Principal and Board of Management of Our Lady of Lourdes National School

Ratified by the Board of Management on Tuesday 15th December 2015