

(1983)

Raising literacy achievement

The aim of Reading Recovery is to prevent literacy difficulties at an early stage before they begin to affect a child's educational progress. Providing extra assistance to the lowest achievers after one year at school, it operates as an effective prevention strategy against later literacy difficulties. Nationally, it may be characterized as an insurance against low literacy levels.

For many different reasons the range of literacy achievement in any class, at any age level, varies widely. Effective implementation of Reading Recovery will reduce the spread of literacy achievement that any teacher has to deal with, and so improve the effectiveness of classroom teaching in the primary school. Reading Recovery is nationally implemented and monitored by the Ministry of Education. This monitoring demonstrates that it can be delivered reliably and consistently, with high levels of success and low numbers of children needing longer-term assistance.

A second chance

Reading Recovery provides children beginning to fall behind in reading and writing a second chance. It identifies those children having difficulty early, before problems become consolidated, and provides specialised one-to-one assistance from a teacher trained in Reading Recovery procedures. Appropriate learning can be established in a short time.

Reading Recovery teacher training ensures that a school has expert assistance available to provide intensive, individual help, for the few children not making satisfactory progress. The intervention provides for a series of daily individual lessons, additional to the classroom programme, which continues for about 12 to 20 weeks determined by individual rates of learning. Schools decide whether to implement Reading Recovery and how many teachers they need.

New Zealand Reading Recovery Guidelines

Reading Recovery Guidelines are intended to inform and support those who are responsible for the establishment and maintenance of an effective Reading Recovery implementation. The Guidelines set out what is needed to ensure quality assistance for the lowest achieving children; training and ongoing professional development for Reading Recovery Teachers, Tutors and Trainers; and the effective implementation of Reading Recovery in schools. They are based on research on the most effective practices for early literacy intervention. As set out here the Guidelines represent minimum requirements for the implementation of Reading Recovery.

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