This document aims to maximise the effectiveness of Reading Recovery in Western Australian Catholic schools and to support the provision of this quality intervention for students. Reflected herein are the Australian National Standards for the implementation of Reading Recovery that are based on research and effective teaching practices (US Department of Education, Institute of Education Science, 2008; Florida Centre for Reading Research 2008; Allington 2005; Pinnell 2000; Wade & Moore 1998; Askew et al 2002; Rowe 1995; Shanahan & Barr 1995).

Developed by CEOWA Reading Recovery Tutors in consultation with the Australia and New Zealand Reading Recovery Trainer Team (ANZTT).
CONTENTS

OVERVIEW OF READING RECOVERY ................................................................. 3
The Provision of Reading Recovery in Catholic Schools in Western Australia ........ 3
The Length of Time Students Participate in Reading Recovery .......................... 4
  Full Implementation .................................................................................. 4
  Cost Effectiveness .................................................................................. 4

STUDENTS PARTICIPATING IN READING RECOVERY ................................. 4
  Identification of Students ....................................................................... 4

READING RECOVERY LESSONS ..................................................................... 5

STUDENT OUTCOMES .................................................................................... 6
  Students Successfully ‘Discontinued’ (D) ................................................. 6
  Students ‘Referred’ (R) for Ongoing Support .......................................... 6
  Students ‘Transferred’ (T) ...................................................................... 6
  ‘Carried Over’ Students (P) ................................................................... 6
  Monitoring Progress ............................................................................. 6

TEAM APPROACH .......................................................................................... 6
  Expressions of Interest ......................................................................... 7
  Home / School / Community Partnerships ............................................. 7

THE READING RECOVERY TEACHER ............................................................ 7
  Selection of a Reading Recovery Teacher .............................................. 7
  The Training Year – Initial Training ....................................................... 8
  Registered Reading Recovery Teachers – Ongoing Professional Learning ...... 8
  Colleague Visits .................................................................................. 9

THE READING RECOVERY TUTOR ................................................................ 9
  Teaching Students .............................................................................. 9
  Inservice Courses ............................................................................... 9
  Ongoing Professional Learning ............................................................ 9
  Reading Recovery Implementation ....................................................... 10
  Professional Learning ..................................................................... 10

THE READING RECOVERY TRAINER ............................................................. 10
  Teaching Students ............................................................................ 10
  Training Tutors .................................................................................. 10
  Reading Recovery Implementation ....................................................... 10
  Professional Learning ..................................................................... 11

ESTABLISHMENT OF A READING RECOVERY CENTRE .......................... 11
  Centre Specification Guidelines ............................................................ 11
  The Observation Room ....................................................................... 11
  Sound System ................................................................................... 12

APPENDIX ...................................................................................................... 13
  Observation Summary of Multiple Assessments ................................... 13
  Reading Recovery Attendance Record ............................................... 14
  Reading Recovery Teacher Resources ................................................ 15
  References ...................................................................................... 16
OVERVIEW OF READING RECOVERY

I chose to define reading as a message-getting, problem-solving activity and writing as a message-sending, problem-solving activity. Both activities involve linking invisible patterns of oral language to visible symbols.


Throughout the pre-compulsory and early years of schooling, adults provide literacy learning opportunities to children that set the stage for the transition to becoming literate. While most students move easily into learning to read and write, some find literacy learning difficult. These students can be supported to make early, accelerative progress in literacy learning through their engagement in a series of individualised Reading Recovery lessons, tailored to meet their idiosyncratic learning needs.

The goal of Reading Recovery is accelerated learning. Each student is expected to make faster-than-average progress so that he or she can ‘catch up’ with other students in the class. Accelerated learning is possible because Reading Recovery teachers base their instruction on carefully documented daily observations of what each student already knows about reading and writing. Instruction begins from the student’s strengths with the teacher wasting no time teaching anything that is already known (Clay, 2005b). Students learn the strategies that good readers and writers use when reading and writing.

Reading Recovery is an early literacy intervention that was developed in New Zealand by psychologist and educator Emeritus Professor Dame Marie Clay. Currently, Reading Recovery is available in countries that include: New Zealand; the United States of America; Canada; the United Kingdom; Bermuda; Denmark; Ireland and Australia.

In each country permission to use the Reading Recovery intervention practices and procedures are covered by a trademark and the compliance with a set of standards that assure quality provision of the intervention to students. These standards apply to the teaching of students and the training of Reading Recovery Teachers, Tutors and Trainers.

The Provision of Reading Recovery in Catholic Schools in Western Australia

(Noteworthy is that some amendments may be required to this document, pending the design of the Australian National Curriculum.)

Reading Recovery aims to reduce the number of children that experience literacy failure through the provision of a high-quality, intensive early literacy intervention. Children experiencing early literacy difficulties are tutored to become successful literacy learners in 12 to 20 weeks of daily, one-to-one lessons that supplement effective classroom instruction.

The following key elements of Reading Recovery operate within Western Australian Catholic Schools (CEOWA) and aim to maximize the effectiveness of Reading Recovery in these schools.

- Intensive, daily, one-to-one instruction for students in Year One identified as most at risk of reading failure
- A year-long training course followed by ongoing professional development for Reading Recovery Teachers, Tutors and Trainers who continue to explore literacy theory and practice through the teaching of children
- Research and evaluation of the early literacy intervention to monitor student outcomes.

Reading Recovery assists schools to meet the educational needs of children in the following ways:
• By identifying students at risk of literacy failure and those who, following participation in Reading Recovery require long-term support needs
• By lifting the performance of the lowest achievers in literacy so that they can learn successfully in the classroom
• By increasing teacher awareness and use of effective early literacy practices

The Length of Time Students Participate in Reading Recovery

The length of time children spend in Reading Recovery is dependent upon individual progress and therefore varies from individual to individual. However, with daily teaching, it is usual for students to require between twelve and twenty weeks to accelerate to average band performance and successfully ‘discontinue’ their series of lessons.

Full Implementation

Full implementation of Reading Recovery requires enough Reading Recovery teaching time to ensure that all students in their second year of school, in need of additional assistance, have access to Reading Recovery and individualised half-hour sessions, five days per week.

Cost Effectiveness

Daily, uninterrupted, individualised teaching is essential. Therefore, student absence from school and school based disruptions must be minimised. The cost-effectiveness of the intervention is reduced if a student does not participate in daily lessons.

STUDENTS PARTICIPATING IN READING RECOVERY

Identification of Students

Reading Recovery is designed for the lowest achievers in the class / age group with an inclusive definition adopted as Clay (1991, p.60) explains:

*It is sometimes argued to exclude this or that category of children or to save places for children who might seem to ‘benefit the most’ but that is not using the full power of the program. It has been one of the surprises of Reading Recovery that all kinds of children with all kinds of difficulties can be included, can learn and can reach average-band performance of their class in both reading and writing achievement.*

*Exceptions are not made for children of lower intelligence, for second-language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures, or for children who have … been categorized by someone else as learning disabled.’*

As part of a whole-school approach for literacy improvement the *Observation Survey of Early Literacy Achievement* (Clay, 2007) is administered to children in Year 1. This Observation Survey includes the following measures:

1. *Letter Identification*—the student identifies alphabet symbols.
2. *Word test (Clay/Duncan)* - the student reads a list of fifteen words used most frequently in early reading material.
3. *Concepts about Print* - during a book reading the student is asked to perform a variety of tasks, which check their knowledge and understanding of printed language.
4. *Writing Vocabulary*—the student writes all the words known within a set time frame.
5. *Hearing and Recording Sounds in Words* - the student records the sounds heard in a sentence that has been read. This task assesses the student phonemic awareness.

6. **Text Reading Level** - using a series of texts graded according to text difficulty, the child is tested for the highest level he/she can read with an accuracy of 90 per cent or better. The Burt Word Reading Test (NZCER) is also administered. In this task the child reads a list of words of increased complexity.

From the results obtained on the *Observation Survey of Early Literacy Achievement* approximately 20% to 30% of the lowest performing children in Year 1 are identified and recorded on the Reading Recovery *Tentative Selection List* (see appendix). From this *tentative selection list* and in consultation with the Year 1 and Preprimary teacher, the Reading Recovery teacher, the Principal and other school personnel, children are then identified as requiring additional assistance through Reading Recovery.

Prioritise students in order of need, starting with the lowest achieving on the Observation Survey, by considering:

1. **Instructional Book Level** - identify students reading at the lowest instructional levels, as indicated on the running records of text reading.

2. **Observation Survey task scores** - identify students with stanine scores less than 5, and especially stanine scores of 1-2.

3. **Classroom function** - when two or more students have similar Observation Survey results, select the student responding least well to the classroom program.

Consider all eligible students and plan current intakes into Reading Recovery. *As students not currently selected will continue to learn in their classroom programs, future intakes will require a repeat of the assessment and identification process.*

For each child selected to participate in Reading Recovery, an *Observation Survey Summary* and *Predictions of Progress* are then completed by the Reading Recovery teacher.

**READING RECOVERY LESSONS**

During each Reading Recovery lesson (Clay, 2005a, p.37), students are involved in authentic reading and writing tasks. The Reading Recovery teacher demonstrates and teaches for problem-solving strategies and supports the student to develop effective reading and writing processes.

Each lesson includes the following:

- Reading two or more familiar books
- Rereading yesterday’s new book and taking a running record
- Working with letter identification
- Breaking words into parts
- Writing a story
- Hearing and recording sounds
- Reconstructing the cut-up story
- Listening to the new book introduction
- Reading the new book
STUDENT OUTCOMES

Students Successfully ‘Discontinued’ (D)

Clay (2005a) suggests that when a child has developed effective reading and writing strategies and can read “at or above level 16 of an approved list of field-tested texts” (p.53) and can fully participate in classroom literacy activities with his average peers, with minimal help, their series of lessons can be ‘Discontinued’ (D). The Reading Recovery teacher consults with the classroom teacher and observes the student operating in the classroom. If the student is considered to be ready to complete their series of lessons an independent observer administers the Observation Survey to confirm the decision to discontinue the student from Reading Recovery (see Clay 2005a. pp.52-60).

Students ‘Referred’ (R) for Ongoing Support

Students referred from Reading Recovery are those that after twenty weeks are not yet able to participate within the average-band of students in their classroom. Students referred from Reading Recovery are identified as requiring ongoing, long-term support beyond that of Reading Recovery. At this time the classroom teacher, Principal and Reading Recovery teacher meet to review the student’s progress and determine how best to proceed to further support the student’s literacy learning.

Students ‘Transferred’ (T)

Students with an incomplete series of lessons and who transfer to another school have a Transferred (T) outcome. Transferred students should continue Reading Recovery at their new school as soon as teaching time becomes available.

‘Carried Over’ Students (P)

Students who have not completed Reading Recovery by the end of the Reading Recovery year are ‘carried over’ to continue Reading Recovery at the beginning of the subsequent school year. These students are considered ‘carried over’ students.

Monitoring Progress

On completing a series of lessons, students are observed in the classroom to ensure that they continue to use effective reading and writing strategies. The Reading Recovery teacher and classroom teacher design a formal plan that ensures daily reading at easy and instructional material and daily writing activities occur in the classroom. Additionally each student’s progress is monitored through the regular administration of Running Records of text reading and analysis of classroom writing.

TEAM APPROACH

The effective implementation of Reading Recovery requires a team approach. Teachers, in conjunction with the Principal and school team, make a commitment to maintaining:

- the quality of Reading Recovery as it operates within the school
- the underlying fundamental principles of Reading Recovery, including daily teaching of children selected to participate in the Reading Recovery
- shared responsibility in reducing reading failure within the school, by support from the whole school community
- support for the teacher during training and in subsequent years
adequate researching to ensure effective implementation and operation of Reading Recovery
effective monitoring of students once they have ceased Reading Recovery.
consultation with parents / guardians and class teachers during the course of Reading Recovery including the observation and discussion of lessons.

Expressions of Interest

Expressions of interest for participation in Reading Recovery are invited in term 3 each year. Schools are encouraged to consider Reading Recovery training needs when developing their early literacy plans and school budgets.

The following requirements are essential to provide the quality delivery of Reading Recovery:

- appropriate time allocated for teachers to meet daily teaching requirements and attend inservice sessions in both initial and ongoing training years
- a quiet and adequately furnished workplace
- funding for books and other requisites
- the nomination of a staff member to train as an Independent Observer, who undergoes training in administering the Observation Survey and is then able to discontinue students from Reading Recovery
- the collection of student data at the time of entry and exit from Reading Recovery

Home / School / Community Partnerships

Appropriate school personnel make contact with parents/guardians to explain Reading Recovery as something extra that the school is able to offer their child and to enlist their support. It is especially important that parents/guardians are aware of the need for their child to attend school every day so they can receive daily instruction and that students take books home each night to read to their parents/guardians. Many parents/guardians respond positively to an invitation to observe lessons and to discuss their child’s literacy development.

THE READING RECOVERY TEACHER

Essential to the success of Reading Recovery is the intensive year-long teacher training course provided by qualified Reading Recovery Tutors for experienced early year’s teachers. In this training year, literacy theory is integrated with practice and teachers observational skills and repertoire of intervention strategies is enhanced to support the individual needs of children that are finding literacy learning difficult. Following the Reading Recovery training year, teachers continue to interact with colleagues, Reading Recovery Tutors and Trainers through the provision of specialised professional development sessions.

The primary responsibility of a Reading Recovery teacher is to teach students in the school setting. This teacher also works closely with the classroom teacher, literacy team, leadership team and parents/guardians of Reading Recovery students.

Selection of a Reading Recovery Teacher

The selection of the appropriate teacher is critical to the effectiveness and success of Reading Recovery. The adoption of Reading Recovery represents an investment in the development of teacher expertise to supply a high quality one-to-one intervention. This will be dependent upon the quality and commitment of the teacher selected to train as the Reading Recovery teacher.
Requirements of selected teachers are that they have:

- at least three years successful teaching experience in an early years classroom
- the availability to teach students on a daily basis
- the commitment to the training program and the training year
- demonstrated problem-solving and adaptability skills
- the willingness to learn, acquire and apply new skills and knowledge
- good interpersonal skills as evident in discussions with colleagues

The Training Year – Initial Training

Reading Recovery Teacher training requires participation in a year-long Reading Recovery inservice course facilitated by a Reading Recovery Tutor. During the training year teachers:

- teach Year1 students individually for 30-minute sessions each day of the school year. Students receive five Reading Recovery sessions each week until they are discontinued
- attend two/three initial assessment training days at the start of the year
- attend fortnightly inservice sessions throughout the remainder of the year
- teach a student behind the screen for colleagues at least 2–3 times during the training year
- receive at least five-school visits from a Reading Recovery Tutor over the course of the training year. The Tutor will discuss teacher progress with school leadership teams
- use *Literacy Lessons Designed for Individuals*. Part 1 (Clay, 2005a) and Part 2 (Clay, 2005b) to clarify, confirm and extend understandings of Reading Recovery teaching procedures
- demonstrate effective teaching of Reading Recovery students
- keep complete records on each student as a basis for instruction: *Observation Survey and summary, Predictions of Progress*, Lesson records, Running Records, Record of Writing Vocabulary, and Record of Book Level.
- consult with the Reading Recovery Tutor regarding the selection and successful discontinuation of students
- submit data to the Reading Recovery Tutor as required
- contribute to monitoring student and Reading Recovery progress
- prepare an annual report of the school Reading Recovery implementation
- maintain a current knowledge of literacy theory
- participate in colleague visits as arranged by the Reading Recovery Tutor

At the completion of the training year teachers receive Reading Recovery Teacher registration.

Registered status is considered lapsed if teachers are absent from Reading Recovery service for more than one year. Re-registration can be reinstated in consultation with Reading Recovery Tutors and may require participation in additional professional development activities.

Registered Reading Recovery Teachers – Ongoing Professional Learning

Registered Reading Recovery Teachers:

- teach identified Year 1 students individually for 30-minute sessions each day throughout the school year. Students receive five Reading Recovery sessions every week until their series of lessons is completed.
- attend a minimum of six half-day ongoing professional learning sessions per year
- teach a student *behind-the-screen* for their colleagues as scheduled
receive a minimum of one school visit from the Reading Recovery Tutor during the year
• demonstrate effective teaching of Reading Recovery students
• keep complete records on each student as a basis for instruction (Observation Survey and summary, Predictions of Progress, lesson records, running records, record of writing vocabulary, and record of book level)
• consult with the Tutor about students not making satisfactory progress and other Reading Recovery issues
• communicate with school personnel and parents / guardians on a regular basis throughout the year
• submit data to the Reading Recovery Tutor as required
• contribute to the development of and operation of a school team to monitor student and Reading Recovery implementation issues
• prepare an annual report of the school Reading Recovery implementation
• participate in school visits from colleagues annually

Colleague visits

Continuing to improve outcomes for students depends on maintaining quality Reading Recovery teaching. To support this, Reading Recovery Teachers participate in colleague visits to other teachers, during the training year and in each subsequent year.

THE READING RECOVERY TUTOR

The primary responsibility of a Reading Recovery Tutor is the training of Reading Recovery Teachers. The role of a Reading Recovery Tutor includes the teaching of at least two students, monitoring teacher and student progress, conducting training and continuing contact sessions for teachers and participating in professional learning activities.

Teaching Students

Reading Recovery Tutors:

• teach four Reading Recovery students daily during the first year in the field
• continue to teach a minimum of two Reading Recovery students daily, unless otherwise negotiated with Reading Recovery Trainer/s.

Inservice Courses

Reading Recovery Tutors:

• conduct Reading Recovery inservice sessions for training teachers
• visit training teachers at least four times during the year to provide support, guidance and instructional assistance
• monitor the selection and progress of students using teacher records.

Ongoing Professional Learning

Reading Recovery Tutors:

• provide trained Reading Recovery Teachers with at least six professional learning sessions per year
• visit Reading Recovery Teachers at least once a year to ensure quality control of Reading Recovery. Additional visits will be based on need or request.
Reading Recovery implementation

Reading Recovery Tutors:

- provide information sessions for Principals, teachers and the wider school community
- support the collection of data for all students on Reading Recovery
- prepare an annual site report
- work with members of the K-12 Teaching and Learning Team to ensure quality implementation of Reading Recovery at the school, regional and state level.

Professional Learning

Reading Recovery Tutors:

- participate in professional learning opportunities provided by the Victorian/NSW Trainer/s supporting the implementation of Reading Recovery in CEOWA
- receive a minimum of two visits from a Reading Recovery Trainer during the first year in the field
- receive subsequent visits upon request
- conduct and receive at least one colleague visit with other Tutors annually.

Reading Recovery Tutors are registered by the Trainer/s supporting the statewide implementation with registration considered to be lapsed if a person is absent from the position of a Tutor for more than two years. Re-registration can be established by completing training activities developed by the Reading Recovery Trainers.

THE READING RECOVERY TRAINER

The primary responsibility of the Reading Recovery Trainer is the initial training and ongoing provision of professional learning for Reading Recovery Tutors. The role of the Trainer includes:

Teaching Students

Reading Recovery Trainers:

- teach Reading Recovery students as regularly as possible.

Training Tutors

Reading Recovery Trainers:

- participate in the selection process of teachers for the Reading Recovery Tutor Training Course
- coordinate the Reading Recovery Tutor Training Course in collaboration with The University of Melbourne.

Reading Recovery Implementation

Reading Recovery Trainers:

- participate in the selection process of Reading Recovery Tutors
- coordinate the collection of end of year data
• review current research and theories relevant to reading and writing acquisition, reading difficulties and other related areas
• provide professional learning for trained Reading Recovery Tutors.

Professional Learning

Reading Recovery Trainers:

• receive at least one visit from the Trainer of Trainers during the first year in the field
• receive visits from the Reading Recovery Trainer of Trainers on a need or request basis
• participate in Reading Recovery conferences
• attend and participate in the annual ANZTT Forum.
APPENDIX

OBSERVATION SUMMARY FOR MULTIPLE ASSESSMENTS

School: _______________________________________
Student Name: ______________________________________

Date of Birth: __________________________ Year Level: __________________________
Age: __________________________ Age at entry: __________________________

ATSI: Yes / No  LBOTE: Yes / No  Gender: Male / Female

SUMMARY OF RUNNING RECORD

<table>
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<th>Text Titles</th>
<th>Errors</th>
<th>Running Words</th>
<th>Error Ratio</th>
<th>Accuracy Rate</th>
<th>Self-correction Ratio</th>
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<th>ASSESSMENT</th>
<th>L.I.D</th>
<th>C.A.P.</th>
<th>BURT</th>
<th>DUNCAN</th>
<th>WRITING VOCABULARY</th>
<th>H.R.S.W.</th>
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<td>Initial Assessment Date:</td>
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<td>23 St</td>
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<td>Further Assessment (1) Date:</td>
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Number of Weeks: __________________________ Number of Lessons: __________________________
Days absent child: ________ Days absent teacher: ________ Total missed lessons: ________
Student Outcome: (D) Successful Completion (R) Referred for Ongoing Long-term support
(WDA) Withdrawn – Ongoing Absence (T) Transferred (P) 'carry-over' to next year

Please return completed form to Janice Gorrie gorrie.janice@ceo.wa.edu.au or Rod McAllister mcallister.rod@ceo.wa.edu.au
# Reading Recovery Attendance Record

**Month:**

**Name:**

**School:**

## Table

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
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### Total Lessons

### Total Absence

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Please return completed form to Janice Gorrie [gorrie.janice@ceo.wa.edu.au](mailto:gorrie.janice@ceo.wa.edu.au) or Rod McAllister [mcallister.rod@ceo.wa.edu.au](mailto:mcallister.rod@ceo.wa.edu.au)

---

**Legend**

- ✔️ = Present
- TA = Teacher Absent
- CA = Child Absent
- SC = School Closed
- TO = Teacher Other
- CO = Child Other
READING RECOVERY TEACHER RESOURCES

**Literacy lessons designed for individuals. Part One. Why? When? and How?**

Marie M. Clay (2005a) North Central Regional Educational Laboratory Heinemann

**Literacy Lessons: Designed for Individuals, Part Two Teaching Procedures**

Marie M. Clay (2005b) North Central Regional Educational Laboratory Heinemann

**An Observation Survey Of Early Literacy Achievement**

Clay, M.M (2007) North Central Regional Educational Laboratory Heinemann

**Optional**

**Becoming Literate The Construction of Inner Control**


The above resources can be purchased by clicking on link below:

READING RECOVERY RESOURCES

- Magnetic Letters – 2 sets of Upper Case
- Magnetic Letters – 4 sets of Lower Case.
- 2 metal trays – for magnetic letter storage.
- Magnetic whiteboard – as large as possible (at child height).
- Sand tray.
- White adhesive labels.
- Large scissors, stapler, pencils, felt tipped pens (2 sets minimum).
- Strips of lightweight cardboard (approx. 2-3cm wide)
- Counters (see through are ideal)
- A timer / clock.
- 12 X Bond quality scrap books. (Not newsprint)
- An alphabet chart.
- A wide range of interesting books. Reading Recovery levels 1-20.
- Set of storage boxes – 1 per level.
- A book box for each child in Reading Recovery.
- A folder for each child in Reading Recovery.
- A quiet place to work.
- An adult sized work table
- Teacher and student chairs.

REFERENCES


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