

READING RECOVERY

Tutor Information

INTRODUCTORY SEMINAR OUTLINE OF INFORMATION

Primary reference: Watson, B., & Askew, B. (2009). *Boundless horizons: Marie Clay's search for the possible in children's literacy*. Auckland: Heinemann.

OVERVIEW

- a. **SUGGESTED FRAMEWORK FOR THE SEMINAR**
- b. **MORE DETAILED INFORMATION**
- c. **ORGANISATION AND OBJECTIVES OF THE INSERVICE COURSE**

a. **SUGGESTED FRAMEWORK FOR THE SEMINAR**

Introducing and discussing the following

Objective

Ensuring transition into successful literacy learning for every child in every school. All those who need supplementary help should receive it as close to their sixth birthday as possible.

Development

Reading Recovery set out to deliver learning opportunities differently. Refer to the historical background.

Theoretical Base: Literacy processing

Exploration of the difference between a complex theory of literacy acquisition (literacy processing), and alternate theories that focus on one or two aspects of language only.

Important Features

Early literacy intervention/prevention following good first instruction.
Second chance opportunity for lowest achievers.
Identification of those needing further, long term help early.
School policy for running an effective intervention.

Successful Implementation

Identification close to sixth birthday
Getting access for as many children as possible
Teachers as decision makers
Individual, intensive, consistent teaching
Child's two teachers engaging in continuous dialogue
A team approach in the school
Parent, whānau and family relationships

Organisation of the Inservice Course

Inservice sessions
Teaching time
Support in schools
A suitable place to work
Books, materials, magnetic letters,
Detail of Teacher Training weeks one & two
Teacher questionnaire: Information including background experiences and personal contact details

b. MORE DETAILED INFORMATION

Objective

Emphasis is placed on providing intervention at an age when recovery is not too difficult. The further a child gets out of step with the system, the less opportunity he or she has to learn from it. The earlier the intervention occurs the less opportunity for inappropriate learning to be habituated.

Important features

- Reading Recovery is a short-term early literacy intervention aimed at reducing the incidence of reading difficulties in the upper primary school.
- This is a second chance opportunity, needed in all schools. Early admission to long-term specialist help becomes the third level of teaching effort.
- Schools, teachers and populations of children are very different. Plans must allow for this so there will be different solutions in different settings. Any child in the lowest half of the school can be considered worthy of help. There is no particular level required for entry or exit. There is no cut-off point or specific time for receiving the intervention.

[These points need to be constantly reinforced throughout the year. Return to them often.]

Development

For the historical background refer to The Reading Recovery Research Reports, Marie Clay, in *Boundless Horizons: Marie Clay's search for the possible in children's literacy*.

Theoretical base: Understanding of literacy processing

This complex theory of literacy acquisition is described in Marie Clay's texts.

- Definition:

How the brain works with text to get or create a message.

Source of definition

The back cover of *Change Over Time in Children's Literacy Development* (2001), final paragraph, third line contains the question "*What if we give prime attention to processing-how the brain works with the text to get the message?*" In subsequent discussion Marie altered the original statement slightly to encompass writing. This expansion does not appear in any publication.

Other phrases from *Literacy Lessons Designed for Individuals* (2nd ed.) that may also help in introducing literacy processing to a novice audience.

"effective networks in his brain..... that will be needed to work on text". p.41

"The terms literacy processing and strategic activities describe this fast brainwork. These terms refer to electrical impulses that race around the neural networks as we read". p.128

- When learning to read and write children are constructing processing systems for literacy. The beginnings of a self-extending system are developed early.
- Reading and writing continuous text provides rich opportunities for problem-solving and the integrating of behaviours. Readers and writers search for and pick up information from many sources. They are able to self-monitor and have many ways of knowing if they are correct or need to take further action to solve a problem. As they build up volume of reading and writing experience many things require less attention, freeing the brain for new learning.
- Learning to read and write using continuous text provides opportunities to attend to phonological and phonemic awareness, letters and letter/sound relationships, words and word analysis, as well as expanding control of oral language structures and vocabulary.
- Two sets of implications for teaching can be derived from the theory: one for classroom practice for children making successful progress in the school's chosen curriculum, and another for teaching the children who are the lowest achievers in the age group (LLDI, 2nd ed., pp.16-17).

- Literacy processing theory is reflected in Ministry of Education teacher resources and child reading materials (revised Ready to Read), and in Reading Recovery practices.
- The Observation Survey tasks provide a basis for describing what a particular child has learned about reading and writing and to some extent what changes are occurring. This is the base from which all teaching will start.

Organising for effective implementation

There are a number of essential requirements for the successful implementation of Reading Recovery in a school. Effectiveness will be reduced if any of these key elements are neglected.

- **Early identification of the lowest performing children**

In New Zealand children enter Reading Recovery as close to their sixth birthday as possible.

- **Teaching must be individual**

Individual teaching stems from the child's behaviours and responds to what the child is trying to do. Every child is different.

There is no one method or sequence of instruction. Each child has a different series of lessons individually designed and delivered guided by an understanding of literacy processing.

Individual teaching is demanding and difficult. It is important that the value of individual teaching be accepted and that the demands it makes are appreciated.

- **Teaching must be intensive**

Children need a lesson every day to construct a processing system allowing them to make accelerated progress. The aim is not just to improve the children's literacy levels but also to accelerate progress to enable them to develop strong processing systems and make good progress in both reading and writing.

- **Teaching must be consistent**

Nothing must be allowed to interfere with a child's series of lessons. There should be no encroachment on the teaching time for relieving, sports duties, school events or the like. If Reading Recovery teaching time is disrupted children's progress will be jeopardised.

- **A team approach is needed**

Preventing failure is a school issue. The Principal, AP/DP Junior Classes, School Literacy Leader, Special Education Needs Coordinator (SENCO), Reading Recovery teacher and class teachers need to plan, evaluate and make decisions in consultation with each other.

The school team arranges for The Observation Survey to be administered to at least the lowest 30-50% of children in the age group in the school and ensures that the lowest achieving children are identified for Reading Recovery.

When children in Reading Recovery are considered ready to have their series of lessons discontinued someone trained in how to administer the Observation Survey from the school team (other than the Reading Recovery teacher) reassesses to provide an objective evaluation of their progress.

- **The supplementary role of the individual help**

Reading Recovery does not replace class literacy activities but operates alongside them. Children have the benefit of two teachers while engaged in their series of lessons. On-going liaison with the classroom teacher is very important throughout the lesson series and as the child makes the transition to classroom instruction only.

- **Supportive partnerships with parents, whānau and caregivers**

Parents, whānau and caregivers can support children's progress in Reading Recovery. It is suggested that schools work out ways of communicating for themselves but all resources should be used to help children. A contract may be made with parents regarding regular school attendance. The taking of easy books plus writing materials home is integral to Reading Recovery. Communicate with parents, whānau or caregivers about the importance of the intervention from the start and continually reinforce its intent.

[These points need to be constantly reinforced throughout the year. Return to them often.]

c. ORGANISATION AND OBJECTIVES OF THE INSERVICE COURSE

The Inservice Course for Reading Recovery teachers follows a pattern established as part of the original design. The course runs for a full school year and the commitment of schools is for that period.

- **Teaching time**

Two hours every day must be considered a *minimum* during the training year. The time of teaching is selected to suit the teacher and the school but it needs to be a full two hours or more.

An Inservice session is held once a fortnight for Reading Recovery teachers. This is in addition to the 10 hours of teaching time. If a teacher usually teaches Reading Recovery in the afternoon on the Inservice day she/he needs to arrange to teach in the morning.

The two hours is teaching time only. The Reading Recovery teacher does not have time to administer the six-year survey for the lowest half of children in the school within her time for Reading Recovery teaching. Other teachers will need to be involved with this. The Reading Recovery teacher can observe, assess and interpret the behaviour of the children coming into Reading Recovery.

There are at least four children being taught at any one time throughout the teacher's training year. The lowest text scorers in a particular school are selected without exception, not the children with the most potential. The aim is to help those children at the lower end of the reading and writing distribution in the school.

- **Inservice sessions**

These are held at a Reading Recovery Centre where there is a one-way viewing screen. The sessions include observation, articulation and interaction. Discussions of teaching procedures and literacy processing occur, as well as learning about how to operate Reading Recovery effectively in a school.

Teaching sessions are a powerful way to closely observe what children are doing. Each teacher will need to bring a child to the centre, teaching for their colleagues at least twice during the year.

The possible reasons for behaviour are discussed and suggestions offered. Issues, problems, organisation and management of Reading Recovery are raised and discussed using *Literacy Lessons Designed for Individuals* (2nd ed.), as the guide.

[Refer to Teacher guidesheet *Objectives of the Inservice course*].

- **School visits**

The Tutor will visit schools regularly and also on a request basis. Visits will be made within the time allocated to Reading Recovery. This will give the teachers an opportunity to discuss their work at the school.

- **The school setting**

The following factors need to be addressed.

A place to work. A quiet area free from interruptions is essential. Enough room is required for a teaching table, storage for books and a magnetic whiteboard preferably on a stand.

Materials required for Reading Recovery are

- Plastic magnetic letters (Quercetti raised edge) 1 box upper case and 1 set lower case (200)
- A magnetic board (on easel or wall)
- Felt pens, large blank exercise/scrap books or stapled art paper for writing
- Books for Reading Recovery. A wide range of interesting storybooks is needed. Usually a school purchases additional books early in the year and adds more as necessary during the year and in subsequent years.

Suppliers

Burt Word Reading Test

New Zealand Council for Educational Research
www.nzcer.org.nz

Copymasters

www.globaled.co.nz/an-observation-survey

Course Texts, Lesson Record and Running Record pads

Scholastic Ltd/The Marie Clay List
<http://www.scholastic.co.nz/schools/education/marie-clay/> Phone: 0800 724 652
orders@scholastic.co.nz

Magnetic Letters

Modern Teaching Aids
Upper case QT 5461 (box)
Lower case QT 5412 (pack of 200)
<http://www.teaching.co.nz>

Course Texts

Clay, M.M. (2019). *An Observation Survey of Early Literacy Achievement* (4th ed.). Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2014). *Follow me moon*. Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2014). *No shoes*. Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2014). *Sand*. Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2014). *Stones*. Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2016). *Literacy lessons designed for individuals* (2nd ed.). Auckland: The Marie Clay Literacy Trust.

Teachers need access to

Clay, M.M. (2010). *The puzzling code*. Auckland: Heinemann.

Clay, M.M. (2014). *By different paths to common outcomes*. Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2015). *Becoming literate: The construction of inner control*. Auckland: The Marie Clay Literacy Trust.

Clay, M.M. (2015). *Change over time in children's literacy development*. Auckland: The Marie Clay Literacy Trust.

Articles/Chapters distributed during the year

Clay, M. M., & Watson, B. (1982). An inservice program for Reading Recovery teachers in *Observing young readers* (pp. 192-200). Auckland: Heinemann Educational Books.

(Electronic copy available from NRR)

Peirce, R. (2006). Getting a story for writing by using familiar text. *Journal of Reading Recovery, Spring*, 15-23.

(Electronic copy available from NRR)

Clay, M.M. (2014). Introducing a new storybook to young readers (Chapter 11 in *By different paths to common outcomes*). Auckland: The Marie Clay Literacy Trust.
(Hard copy supplied to all centres)

Clay, M.M. (2014). Talking, reading and writing (Chapter 8 in *By different paths to common outcomes*). Auckland: The Marie Clay Literacy Trust.
(Hard copy supplied to all centres)

ADDITIONAL TUTOR RESOURCES & NOTES

- PowerPoint to support presentation: Tutors need to update their Introductory Seminar PowerPoint annually.
- Use recent local and National data as backup to highlight Implementation issues, such as the importance of daily teaching.
- Obtain from National Reading Recovery any recent Reading Recovery research or access through the RR website in addition to the Ministry of Education Annual Monitoring data www.educationcounts.govt.nz
- Align the Introductory Seminar to relevant Ministry of Education documents, Ka Hikitia, Tātaiako, Pasifika Education Plan, Tapasā and Ready to Read communications.
- Communications to schools
Consider the best way to liaise with school management to ensure all training teachers attend, supported by members of the senior management team.
- Arrange for senior management to attend a Team Support Session during the year.

References

- Ballantyne, A. (2014). Five foundational ideas: Still at the cutting edge. *Journal of Reading Recovery*, 14(1), 5-18.
- Clay, M.M. (2010). *The puzzling code*. Auckland: Pearson.
- Clay M.M. (2016). *Literacy lessons designed for individuals* (2nd ed.). Auckland: The Marie Clay Literacy Trust.
- McDowall, S., Boyd, S., Hodgen, E., & Van Vliet, T. (2005). *Reading Recovery in New Zealand: Uptake, implementation, and outcomes, especially in relation to Māori and Pasifika students*. Wellington: New Zealand Council for Educational Research.
- New Zealand Council for Educational Research. (1981). Burt Word Reading Test. Wellington: Author.
- Watson, B., & Askew, B. (2009). *Boundless horizons: Marie Clay's search for the possible in children's literacy*. Auckland: Heinemann.