

## READING RECOVERY

### Tutor Information

#### GOOD PROGRESS

It is important that Reading Recovery teachers have had experience working with children who are making expected progress, so they can monitor the progress of Reading Recovery children who were initially slow to get underway but are helped to make accelerated progress.

Reading Recovery teachers also need this normal frame of reference because children with minimal response repertoires will have unusual pieces of knowledge. It helps if the teacher is able to relate what is known, to what children making normal progress typically know, and can talk about the relationship between the two.

An introduction to sections from Marie Clay's *An Observation Survey of Early Literacy Achievement* (4th ed.), *Literacy Lessons Designed for Individuals* (2nd ed.), and *Change Over Time in Children's Literacy Development* will assist teachers to appreciate something of the progressions normal progress children make in a classroom where teaching, recommended by the Ministry of Education, proceeds with the same understanding of literacy processing theory as Reading Recovery, *Literacy Lessons Designed for Individuals* (2nd ed.) pp.16-17.

At the beginning of their training year, teachers observe, analyse, and discuss in depth, the behaviour of children making average progress during Assessment sessions.

To avoid teachers losing sight of children who are making average progress with literacy learning, they should be encouraged to observe such children from time to time during the year. Audio recordings of phrased, fast and fluent reading (available from National Reading Recovery) can be used at sessions to enhance awareness of how effective readers sound. Classroom writing samples are to be collected and discussed to demonstrate the high quality achieved by competent writers.

*An Observation Survey of Early Literacy Achievement* (4th ed.) p.103.  
*Literacy Lessons Designed for Individuals* (2nd ed.) pp.26-27.  
*Change Over Time in Children's Literacy Development* (2015).  
*How the Reading Sounds* (Audio, NRR, 2017).