

## **Reading Recovery**

At Hillocks we have a specially trained Reading Recovery Teacher. Reading Recovery is an internationally recognised, early intervention strategy which targets the most low achieving and vulnerable pupils between the ages of 5y 9m and 6y 3m, who are finding it difficult to get going with reading and writing.

Through detailed and thorough observations, the four least able pupils within the age band are selected, and have a daily 30 minute lesson. Lessons are individualised, based on the needs of the pupil at the time. Pupils can have up to 20 weeks or 100 lessons, although in practice many do not need this long, in extreme cases, a pupil may be given slightly more than 20 weeks, although this is rare.

The aim of reading recovery is to accelerate the learning of each pupil, in order that they can read content in line with or exceeding their chronological age. By using familiar books pupils are encouraged to read fluently, using good intonation and phrasing from the earliest levels. New books are always given a thorough book introduction before the first reading, in order to pick out names, tricky words or phrases and to give the pupil an idea of the meaning and structure of the content.

A running record of 100 words is carried out each day, taken from the book introduced in the previous lesson, following this the teacher selects something positive about the reading behaviour to praise specifically. She also selects one specific example of reading that could be improved to prompt, and will teach a strategy that will help the pupil to move forwards in their reading behaviour.

The pupil and teacher co-construct a simple message or sentence each day, which is cut up then re-constructed by the pupil. Messages and familiar books are usually sent home for more practice with parents. Parents sign a contract before their child embarks on the programme, which demonstrates their willingness to support and encourage their child with reading and sentence re-construction at home. Occasionally, where support at home is not guaranteed a pupil may get daily support from a TA in school.

A pupil in Y1 is expected to reach at least book level 16 in the orange book band, and in Y2 the expectation is book level 18 in the turquoise book band before they are discontinued from the programme. All Reading Recovery pupils are carefully monitored after they return to class full time. They are given follow up observations after 3 and 6 months of exiting.

All reading recovery graduates are given a trained reading buddy from KS2 and read a few times a week or daily, with this person. They also are prioritised in class reading lists.

## **Switch-On Reading Intervention**

All TAs in KS1 and KS2 have been trained to deliver Switch-On Reading intervention. Every TA, who is not supporting a child one to one, is expected to work with one pupil each term. Pupils are identified by class teachers through pupil progress meetings. Where there is uncertainty, the Reading Recovery Teacher can be consulted for a second opinion.

Switch-On Reading is based on the reading recovery principles of familiar books, book introductions, running records, specific praise and prompts and encouraging and independent, problem solving approach to reading, Pupils are encouraged to use meaning, structure and visual cues as they try to make sense of a text.

This intervention has had a very positive effect across both KS1 and KS2, many pupils have made accelerated progress in both reading and spelling. As well as the pupil progress, our TAs are much more aware of strategies to help children become enthusiastic, confident, independent readers.