Reading Recovery

Reading Recovery is a priority area in the Early Years program. It is a school based, early intervention literacy program that is designed to assist the learning of certain students so they can participate fully in classroom activities.

PURPOSE:

To provide intervention for students who after one year of schooling need individual attention to ensure construct an inner control of reading and writing processes.

GUIDELINES FOR IMPLEMENTATION:

1.1 Children in Year 1 will be selected for the program by the Reading Recovery Teacher in consultation with classroom teachers. Data from the Observation Survey, the age of the student and teacher judgement will guide selection.

1.2 Parents will be consulted as an integral part of the selection process. Home-school liaison is an important part of the Reading Recovery Program.

1.3 The Reading Recovery Teacher will provide daily, uninterrupted lessons of half an hour for each child.

1.4 Children will be discontinued from the program when they are able to independently use a system of strategies for reading and writing both within the Reading Recovery lessons and in the classroom.

1.5 Regular monitoring of discontinued children ensures ongoing support by both the classroom teacher and the Reading Recovery Teacher.

1.6 The Reading Recovery lessons will follow the guidelines adopted in the training sessions. There will be regular reporting and feedback of children's progress within the program. Monitoring, evaluation and reporting will be in accordance with the Reading Recovery Guidelines.

1.7 The Reading Recovery Teacher will attend Professional Development and liaise with Tutors and other Reading Recovery Teachers.

1.8 The Reading Recovery Teacher will act as a resource for other teachers and to parents who are concerned about the progress of their children in Literacy.
PARENTS’ ROLE:

To communicate with the Reading Recovery Teacher and support the program by ensuring that the student completes a reading task each night to reinforce learning.