READING RECOVERY POLICY – 2014
To be reviewed: 2017

RATIONALE:

Reading Recovery is an early literacy intervention program, which helps students in Year One who have not attained expected standards or established effective reading and writing processes in their first year of schooling.

AIMS:

- To identify Year One students experiencing difficulty in reading and writing.
- To accelerate the student’s reading and writing skills to the level of the average Year 1 student, through concentrated daily instruction.
- To improve the self-confidence and self-esteem of those ‘at risk’ students, through daily one to one intervention.

IMPLEMENTATION:

- Students are selected through a series of diagnostic tests and in accordance with the Reading Recovery guidelines.
- The program is based entirely on the Reading Recovery program devised by Professor Marie Clay, as stated in the books ‘Literacy Lessons Designed for Individuals’ – Parts 1 and 2.
- Students attend lessons on a one to one basis for half an hour daily, with a trained Reading Recovery teacher. The duration of attendance varies from 10 – 20 weeks, according to individual needs.
- At the conclusion of the program the students are re-tested to ascertain progress.
- If satisfactory progress is not evident, the student will be referred on for further support within the school or to the Catholic Education Office for further assessment.
- Past Reading Recovery students are monitored by the classroom teacher. Additional support would be provided through the literacy professional learning team meetings, by the Reading Recovery teacher and Student Services Leader if required.
- The Reading Recovery teacher attends ongoing professional learning throughout the year.
- Visiting consultations by Catholic Education Office Reading Recovery Tutors are available for additional program support.
- Reading Recovery staff will be supported with appropriate workspaces, resources and program budgets to meet the program needs.
- Parents of participating students will be given information on Reading Recovery, prior to their child’s commencement. Permission in writing is expected.
- It is a clear school expectation that parents support the program by home practice and by ensuring regular attendance at school by the child.

EVALUATION:

This policy will be reviewed by the staff as part of the school’s three year cycle.