Newport Lakes Primary School

<table>
<thead>
<tr>
<th>Policy Name:</th>
<th>Reading Recovery Policy</th>
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<tbody>
<tr>
<td>Date Adopted:</td>
<td>November 2012</td>
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<td>Review Date:</td>
<td>November 2014</td>
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<td>Referred Documents:</td>
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Rationale
Newport Lakes Primary School recognises the importance of students developing independence in their reading and writing.

Aims
- To have all students who enter Reading Recovery, reading within or above the class average or at a minimum of Level 16 by the end of the intervention.
- To have the children develop and demonstrate effective and independent writing strategies.
- To assist as many Year One students as possible to achieve reading and writing results in line with the school’s Early Year’s Literacy Plan. (Approximately 20% of Year One students would access the Reading Recovery intervention.)

Implementation
- All children who are identified as requiring Reading Recovery will be tested using the Marie Clay Observation Survey by the Reading Recovery teacher. All other children in Year One will be tested by their classroom teachers.
- Names of students identified as being ‘at risk’ at the end of their first year of school by their classroom teachers are placed on a ‘tentative selection’ list. The oldest and least experienced readers are offered places in the first intake. In the second intake, the children with the lowest text level are offered places.
- The decision for intervention will be in accordance with the Reading Recovery guidelines which state, “Children are selected for Reading Recovery based on individual measures of assessment (Marie Clay Observation Survey).”
- Parents receive a letter offering their child a place on the Reading Recovery program and sign the agreement which formulates the need for attendance at school every day.
- Each student will receive daily one-on-one lessons of thirty minutes with a specially trained Reading Recovery teacher.
- During the Reading Recovery lesson, students are involved in authentic reading and writing tasks. The goal is accelerated learning.

• Students will receive a maximum of 100 lessons or 20 weeks of tuition whilst on Reading Recovery. (The time on Reading Recovery for most students is usually twelve to twenty weeks.)

• Normally, no child will exit Reading Recovery under Text Level sixteen.

• All information will be transmitted to the data base at the Early Years Branch.

• Should a child, having had the maximum of 100 lessons or 20 weeks of tuition, not reach Level 16, the Reading Recovery teacher should meet with the other Reading Recovery trained teachers, the Prep-Year 2 co-ordinator and principal or assistant principal to review the student’s progress and determine how best to proceed to further support the student’s literacy learning.

• The following options may be considered:
  - Continue with Reading Recovery for a defined number of weeks.
  - Organise assessment to further identify students’ learning needs
  - Provision of a focussed teaching program which includes an Individual Learning Improvement Plan. (I.L.I.P)

• All students who have accessed Reading Recovery through the year will be tested at the end of the year using the Marie Clay Observation Survey.

• Careful long term monitoring of the students then becomes the responsibility of the class teacher who takes regular Running Records of the student’s reading.

Evaluation

• Students will be discontinued after 100 lessons or after 20 weeks or when they have reached Reading Level sixteen.

• When ready for discontinuation students will be tested by a trained independent observer using the Marie Clay Observation Survey.

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