

Case Study 1

This child came into year 1 as a low achieving child. He struggled with language and lacked confidence. When beginning Reading Recovery, a level 1 (pink band) was too difficult, and he could only read a minimal amount of words. He knew some letters, but could not use these appropriately to build words. Three words were written accurately (in, it, at) and he would attempt to segment words, writing the initial sound for each. In class, the child found it difficult to take part in discussion and activities.

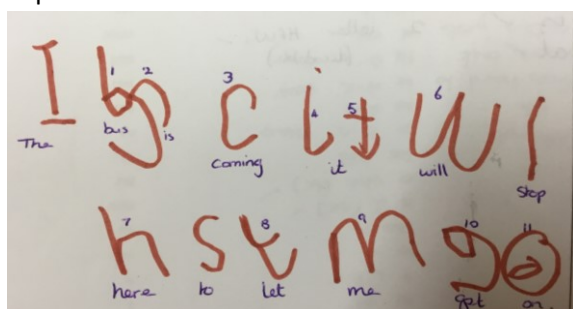
Upon starting Reading Recovery, he was found to be an attentive and curious child, who loved stories and looked forward to his daily Reading Recovery lesson. This meant he started progressing almost immediately. He listened carefully and applied learning, making links between Reading Recovery and the classroom, and soon started questioning in order to discover even more.

By the end of the 20 weeks, the child could read a level 17 book (turquoise), could read and write a large range of words, had improved his handwriting and was brimming with confidence to question and explore books. During the sessions, we had built up a range of strategies to solve new words, and he uses these flexibly and effectively when reading. In the classroom, he has moved into the middle group for reading and he is able to successfully take part in all classroom activities.

His class teachers and parents are very pleased with his progress across the year so far, and we are all looking forward to seeing his continued progress.

We spoke about his Reading Recovery lessons and he said, "I love reading. I liked the Ostrich and the bear books."

September 2017



March 2018

