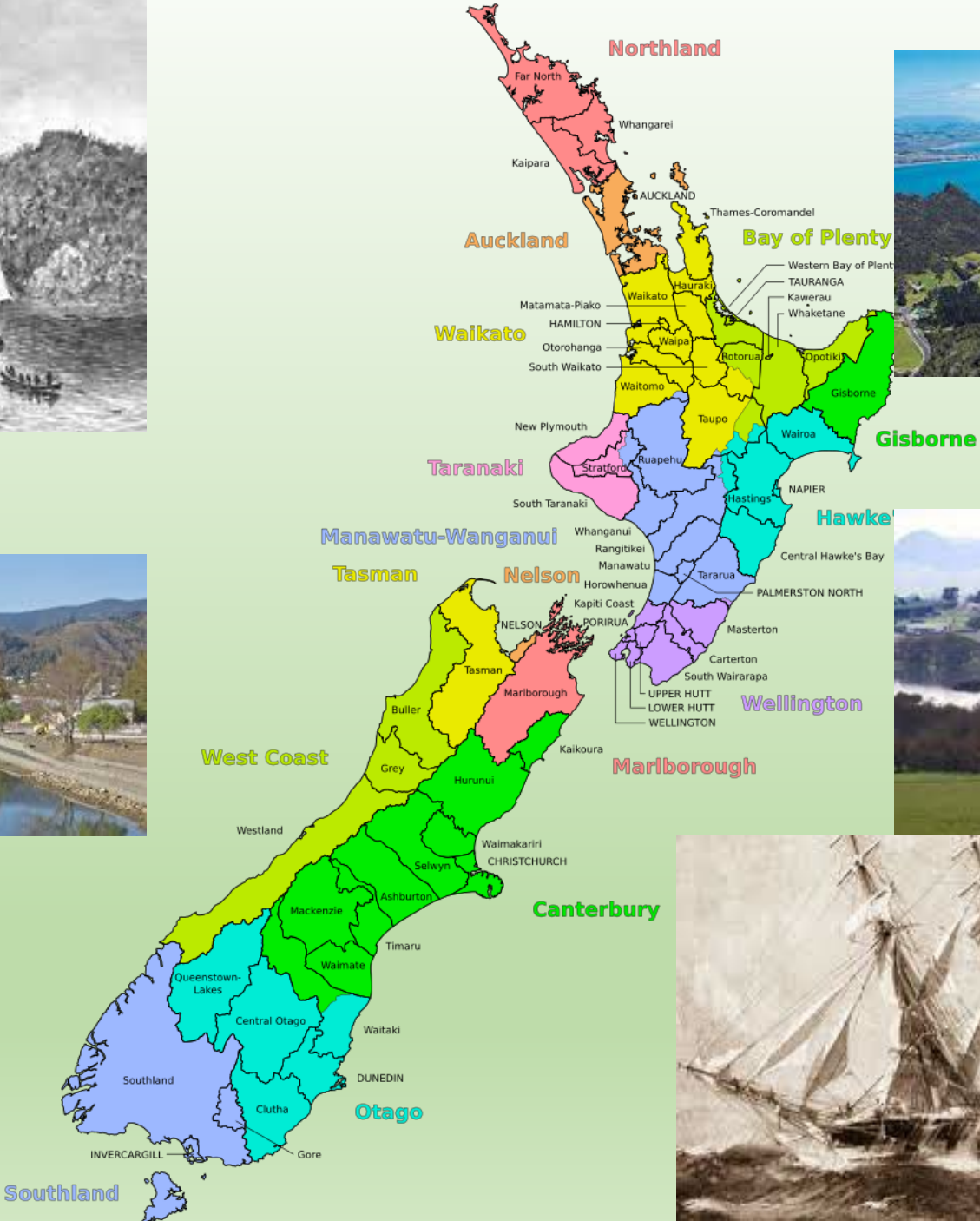


Ambulance at the bottom of the cliff: Saving the casualties of reading recovery

Olwyn Johnston
Tawa School
NZ Initiative
Symposium
12 May 2022





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In 1970 NZ was at the top of the world in reading



14 year-olds were the cohort at the top.



Reading Recovery became a national education program in New Zealand in 1983. (acknowledgement that we needed an ambulance)

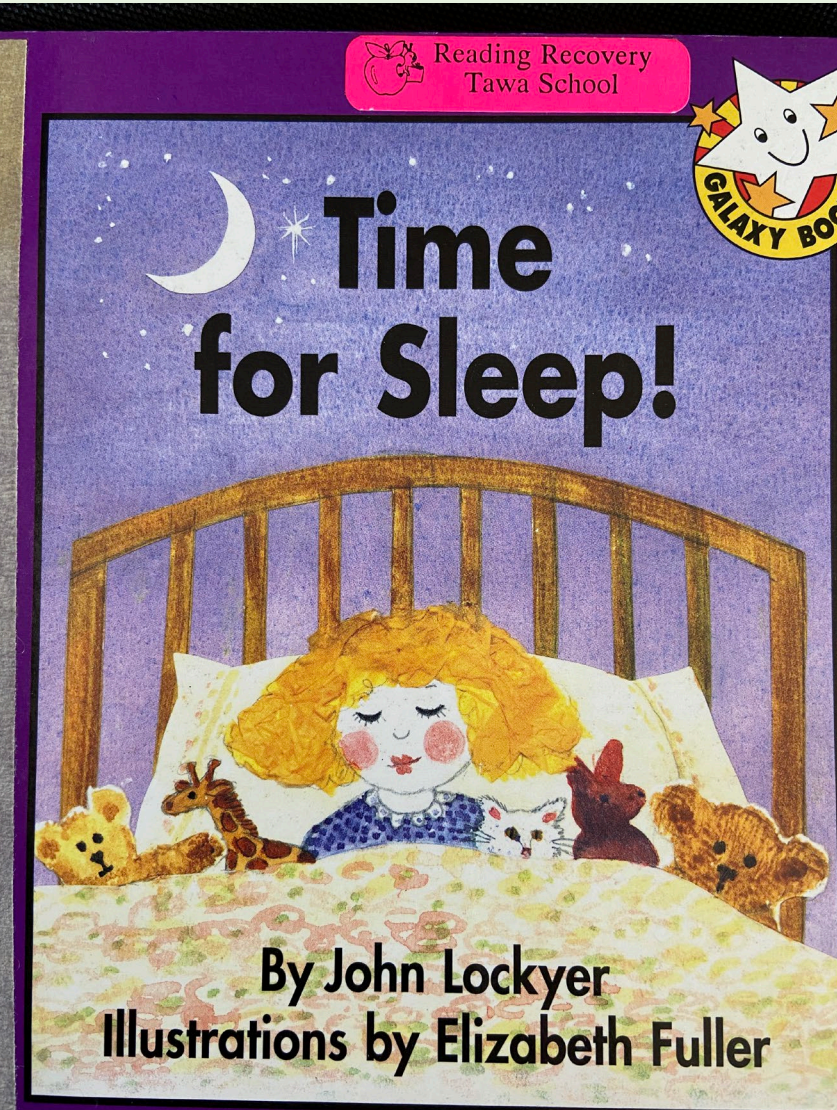
- RR is a programme which should clear out of the remedial education system all the children who do not read for many event-produced reasons and all the children who have organically-based problems but who can be taught to achieve independent learning status in reading and writing despite this, leaving a small group of children requiring specialist attention. (p.169)

Clay (1987) Learning to be learning disabled. *New Zealand Journal of Educational Studies*, 22 (2), 155-173.

In her own words, Marie Clay 1994

- Reading Recovery addresses a problem of concern to most Western education systems. It selects young children who have the lowest achievements in literacy learning (reading and writing) and tries to bring them to average levels of performance for their classroom. It teaches them how to learn from their own efforts to read and write when they are no longer in the program.
- Clay, M. M. (1994). READING RECOVERY: THE WIDER IMPLICATIONS OF AN EDUCATIONAL INNOVATION. *Literacy, Teaching and Learning*, 1(1), 121-141.

Let's meet a levelled reader

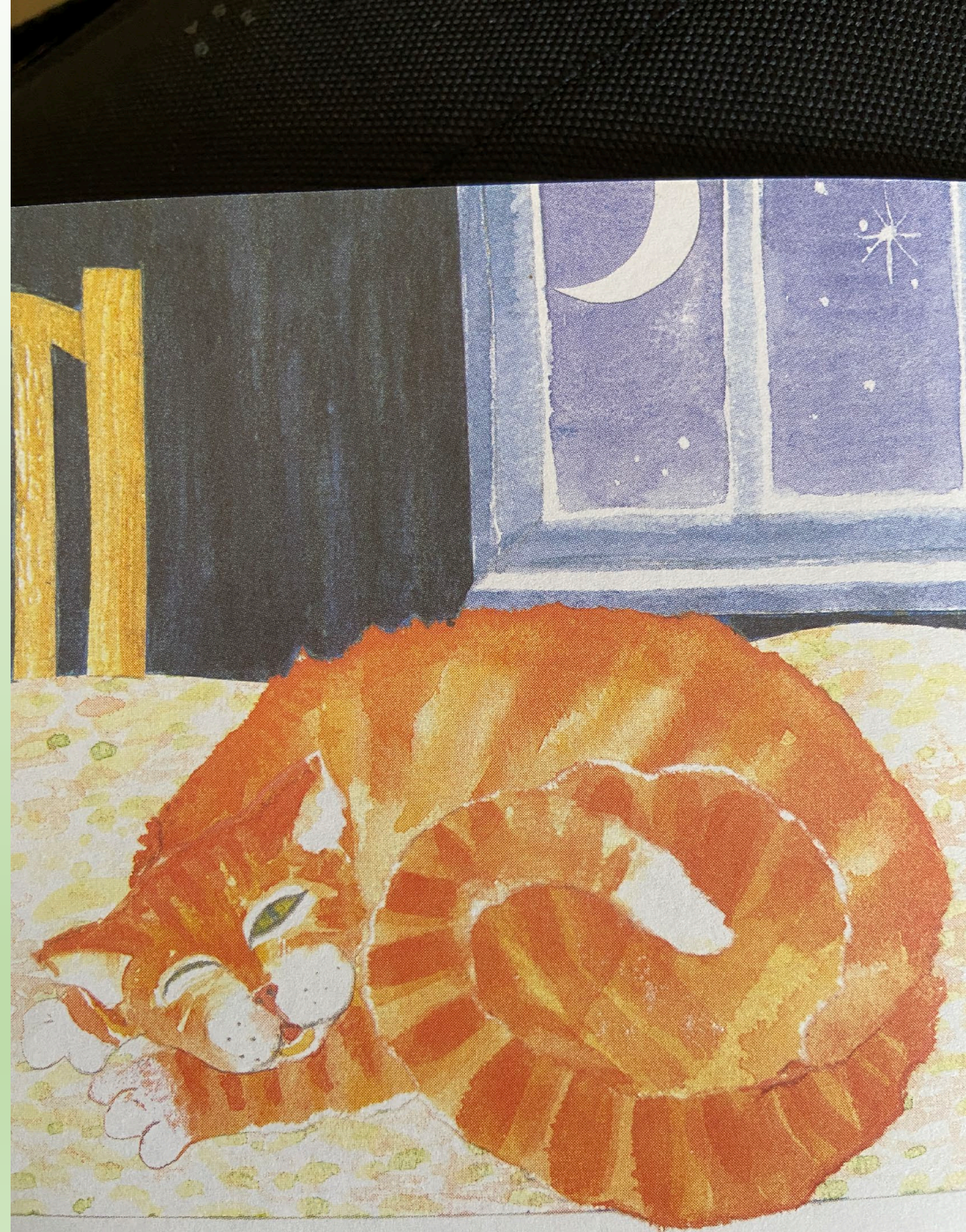


"Woof-woof!"
said the dog.
"Time to go to sleep!"



"Quack-quack!"
said the duck.
"Time to go to sleep!"



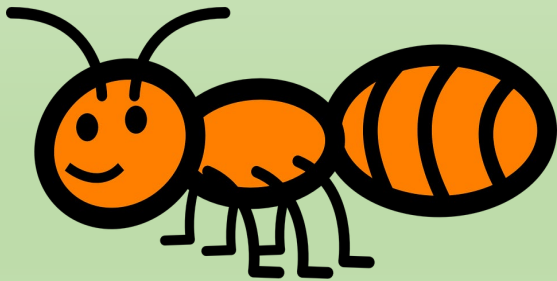


Decodable text – s a t p i n

Stan

Stan is an ant.

Stan is an ant in
tan pants.



Stan sits in a
pan.

Stan spins a pin.

it is its it's pin
pan tin tan ant
tint stint spin
span pins pans
as at pat sat a
spat pats pant
pants tap taps
satin nap naps
nan Nan's tip
Tip pit pip
(Not Satan, stain, pain,
Santana.)

Just look at the 'o's



"Woof-woof!"
said the dog.

"Time to go to sleep!"

Older struggling readers
in New Zealand primary schools:
Using science and technology
to close the gaps.

Negative social impacts

Emphasis on affective domain

Matthew effects and the read aloud novel

- Level of teacher knowledge and self efficacy in literacy teaching
- Is a word-level intervention sufficient to accelerate reading achievement ?
- Does an intervention involving reading a novel aloud with text projected, combined with word-level strategies accelerate reading achievement

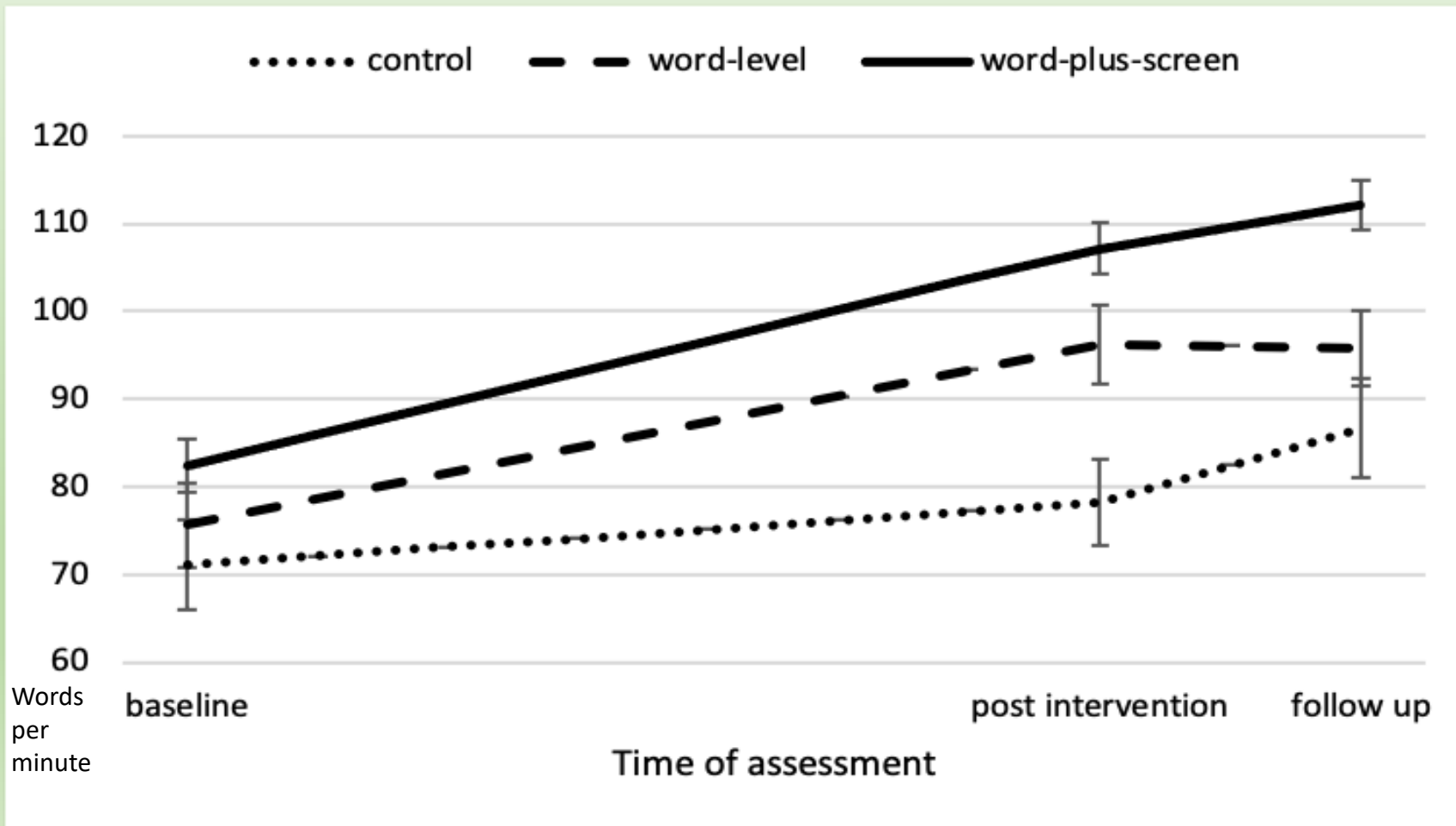
Study One

- 65 teachers
- Replication of Early Literacy Research Project (2015)
- Reported knowledge to actual knowledge mismatch
- Teachers lack deep knowledge of the code

Study Two

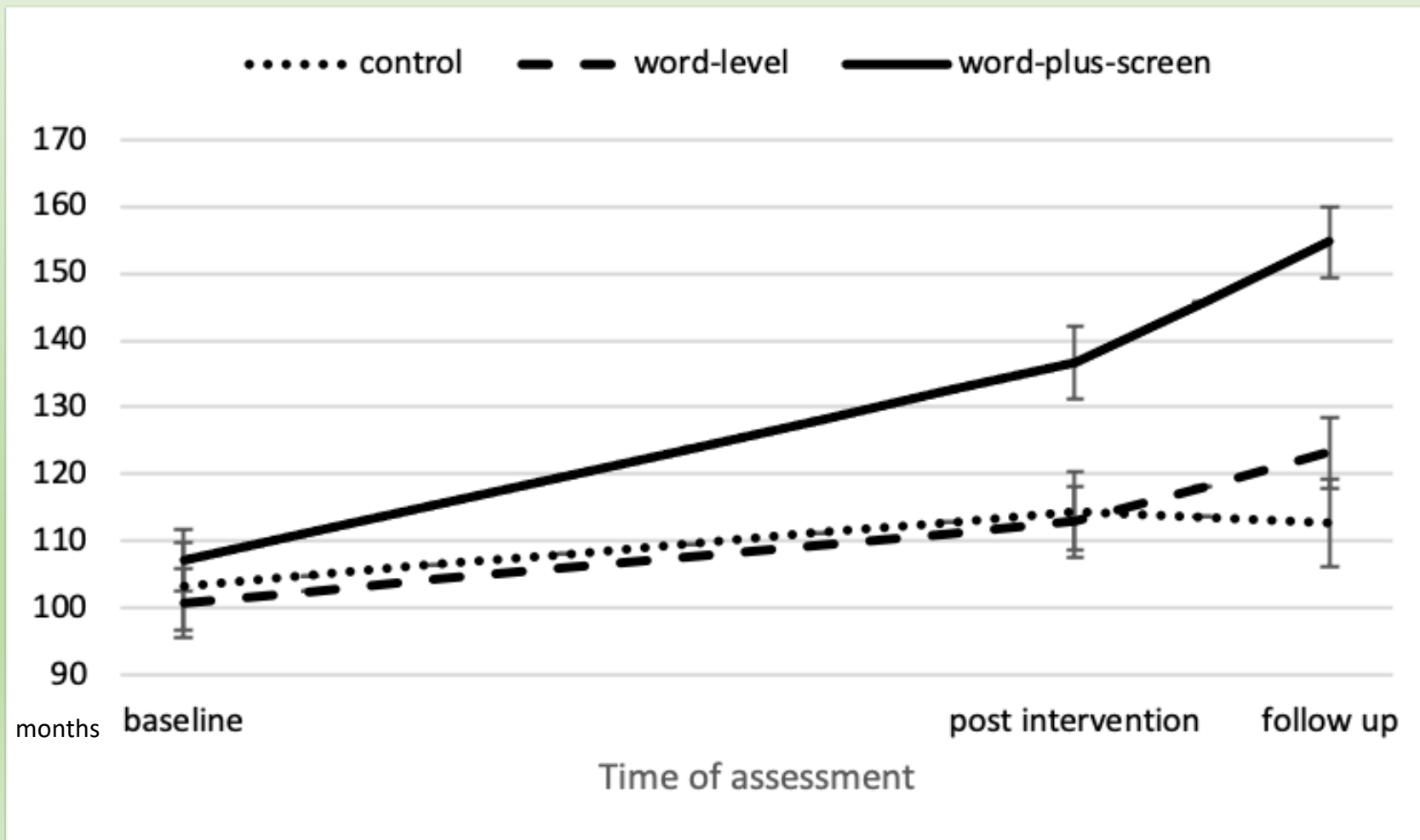
- Data from 152 students
- 51% had no previous interventions
- Control, word-level, word-level plus screen
- Baseline, post intervention and follow up time points

One Minute Reading Sample. *Number of Words Attempted*
Results Have Been Disaggregated by Experimental Group, at Each of Baseline, Post-Intervention and Follow-Up Timepoints. Error Bars Denote the Standard Error of the Mean



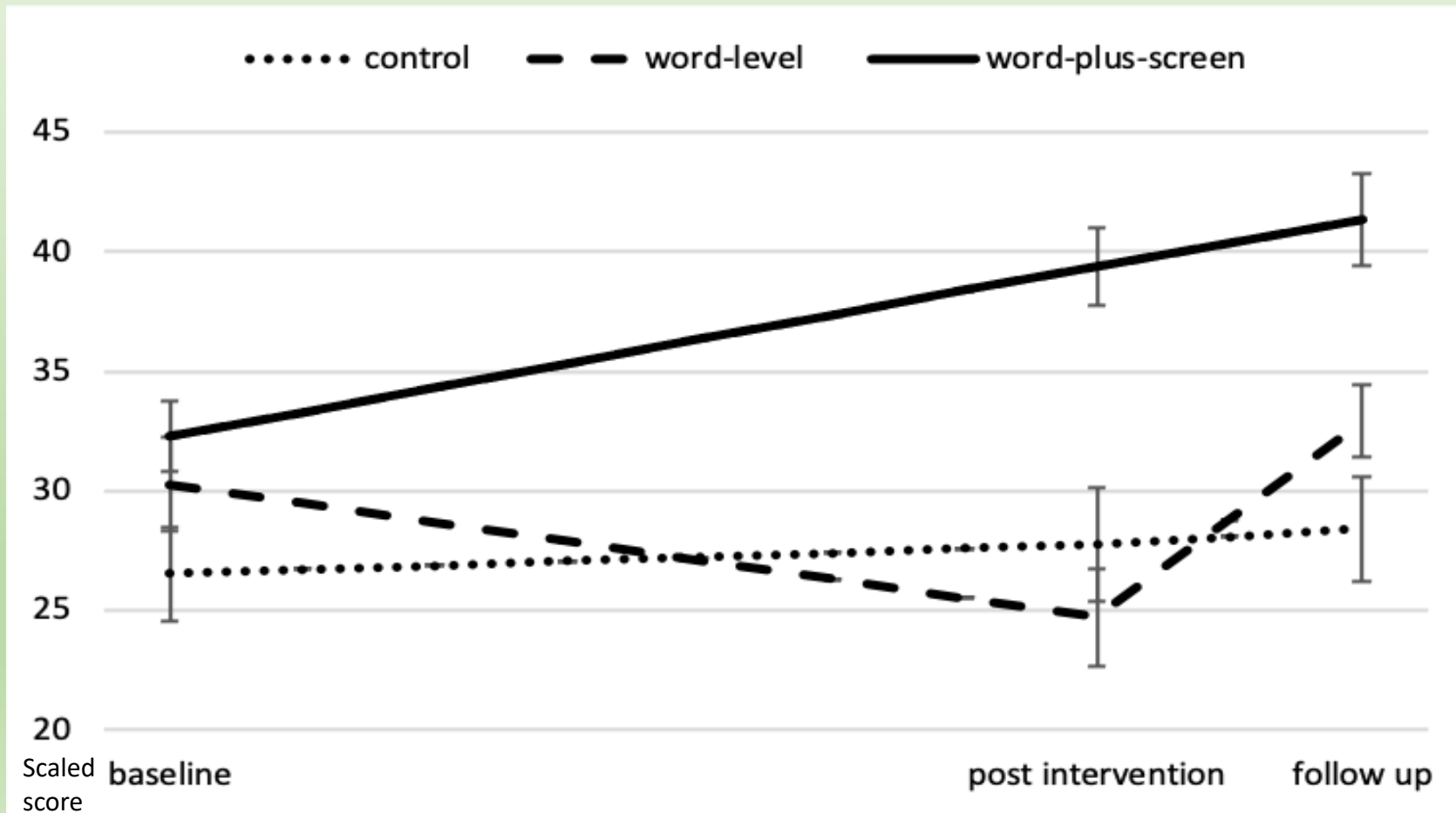
Mean Performance in the Martin and Pratt Non-Word (Pseudoword) Assessment

Disaggregated by Experimental Group, at Each of Baseline, Post-Intervention and Follow-Up Timepoints. Error Bars Denote the Standard Error of the Mean



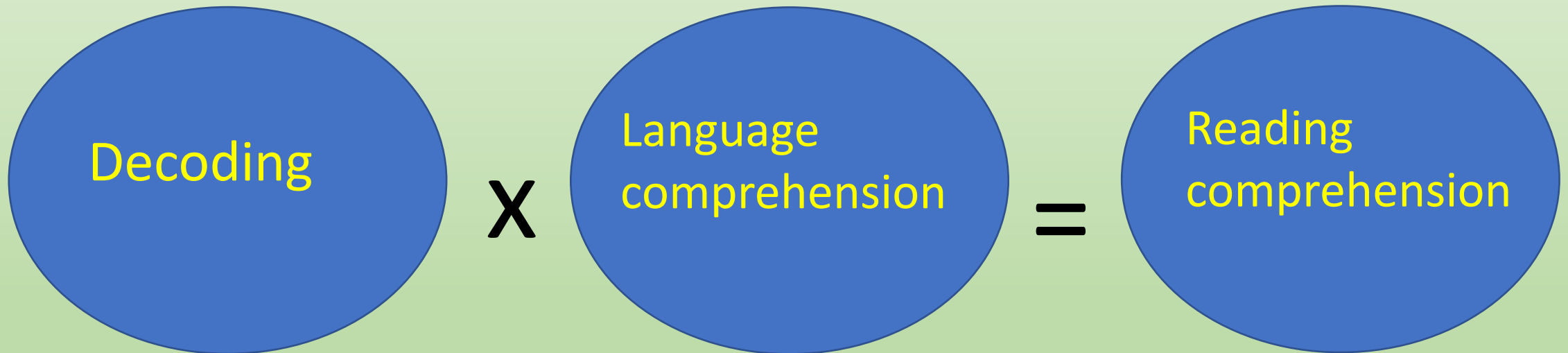
Results of the Progress and Achievement Test (PAT) Reading Comprehension Assessment

Disaggregated by Experimental Group, at Each of Baseline, Post-Intervention and Follow-Up Timepoints. Error Bars Denote the Standard Error of the Mean



Simple View of Reading

Gough and Tunmer (1986)



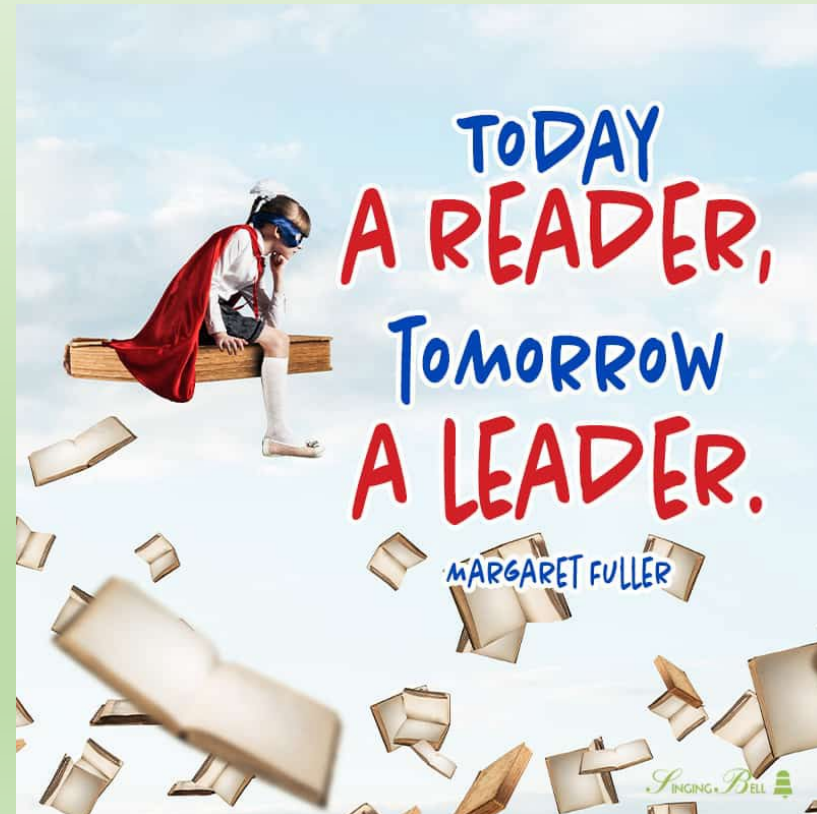
Dual factors working together

- Business as usual is failing students, teachers and the country
- Word level only is insufficient
- Combining science and technology shows promise
- Education before remediation

Recommendations

- Do not keep doing what we are doing
- Increase teacher knowledge
- Teachers need easy access to research
- Let science inform the way ahead
- Cease the funding of Reading Recovery
- Can we get some cross party agreement – please!










Ngā mihi nui



Top down

Decoding Strategies

If I'm stuck on a word, I can:

 Eagle Eye Look at the picture.	 Lips the Fish Get my lips ready.	 Stretchy Snake Stretch out the word.
 Chunky Monkey Chunk the word.	 Skippy the Frog Skip the word.	 Tryin' Lion Try it again. Reread.
 Flippy the Dolphin Flip the vowel.	 Meaning Bird Ask if it makes sense?	 Helpful Kangaroo Ask for help.

THE READING ROUNDUP

Bottom up

Decoding Dragon keeps the Guessing Monster away!



- Don't guess!
- Sound the word all the way through.
- Keep track with your finger.
- Break long words into syllables.

