



# STANDARDS & GUIDELINES

For the Implementation  
of Reading Recovery  
in Europe

SCHOOLS' VERSION



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## CONTENTS

Contents .....	2
Standards & Guidelines for the Implementation of Reading Recovery in Europe.....	3
Reading Recovery Teachers .....	4
Standards for Selection and Training.....	4
Standards for Initial Professional Development .....	4
Standards for Teachers Continuing in Reading Recovery .....	5
Standards for Accreditation.....	6
Bridging Teachers Between Reading Recovery and <i>Ir-Rimonta Fil-Qari</i> .....	7
Standards for Teachers Who Are Bridging.....	7
Guidelines for Reading Recovery Teachers .....	9
Schools.....	10
Standards for Implementing Reading Recovery .....	10
Guidelines: Making the Best of Reading Recovery in a School.....	10
Reading Recovery School Link Teachers .....	12
Standards for Link Teachers .....	12
Guidelines for Link Teachers.....	12

## STANDARDS & GUIDELINES FOR THE IMPLEMENTATION OF READING RECOVERY IN EUROPE

**Standards & Guidelines** are intended to inform and support those who are responsible for the establishment and maintenance of Reading Recovery implementation in an authority, board, district, and school.

**Standards** are essential for assuring that children receive quality services for children that are based upon research into the most effective practices. It is the role of Reading Recovery National Leaders to monitor implementations and administer the trademark.

**Guidelines** draw upon underlying rationales, which are understood and applied by Reading Recovery teachers, Teacher Leaders, and National Leaders. Adherence to these guidelines will support those implementing Reading Recovery in achieving the goals of this early literacy programme.

The Standards are a **minimum requirement** for an effective implementation. Many sites often exceed these requirements.

We recognise that no set of standards and guidelines will ever address the range of issues that may arise in an education system. However, Reading Recovery is protected by trademark both within the United Kingdom and internationally, as variations in one site may impact upon Reading Recovery elsewhere. Any proposal to vary from standards set here must be negotiated in advance with the Reading Recovery National Leaders.

*“The art in the change process is that changes should not distort or diminish its payoff and any changes made should be explicitly referred to theories of what is occurring. Compromise or unthinking adaptations can readily change the impact of the innovation and reduce its capacity to deliver effective results.”* Marie Clay<sup>1</sup>

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<sup>1</sup> Watson, B. and Askew B.J. (2009) *Boundless Horizons: Marie Clay's Search for the Possible in Children's Literacy*, pp 228-229. Pearson Education: Auckland, NZ

# READING RECOVERY TEACHERS

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## STANDARDS FOR SELECTION AND TRAINING

It is essential for Reading Recovery teachers to:

- Have qualified teacher status (as recognised in the country in which Reading Recovery is being implemented)
- Have evidence of successful recent experience in literacy teaching,
- Have evidence of ability to manage and promote children's early literacy learning in the mainstream classroom.

It is desirable that teachers selected for training in Reading Recovery have evidence of successful recent experience in literacy teaching for pupils in the five to seven age range.

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## STANDARDS FOR INITIAL PROFESSIONAL DEVELOPMENT

Training as a teacher requires successful completion of an accredited Reading Recovery course led by a qualified Teacher Leader.

NB: Reading Recovery is designed for teachers of children in mainstream schools. Training of teachers not in mainstream settings is undertaken only with discussion and support from National Leaders.

Teachers are required to:

### Course Participation

- Attend assessment training sessions to learn how to administer and score the Observation Survey, and to identify children for Reading Recovery
- Attend 18 subsequent Initial Professional Development sessions, fortnightly
- Meet all requirements for Reading Recovery teacher training, including completion of specified set tasks and reading, in order to receive certification recorded on the Reading Recovery European register
- Teach a child at an Initial Professional Development session at least twice during the training year
- Make and receive one colleague visit (for which training is given)

## **Teaching children**

- Teach a minimum of four children, in the required age range, individually for 30 minutes every day, in a school setting
- Follow the set procedures for the identification and teaching of the lowest achieving children in the age band, according to Reading Recovery principles
- During the year of training, receive between four to six school visits from a Teacher Leader for guidance and clarification of appropriate procedures
- Communicate with the class teacher and parents of children taught
- Maintain comprehensive teaching records on each child. These would include Observation Survey sheets including a summary sheet and multiple testing sheet, Predictions of Progress, a Roaming Around the Known diary, lesson records, daily running records, records of reading vocabulary and writing vocabulary, a weekly record of book levels
- Submit monitoring data for all pupils taught

## **School implementation**

- Administer Observation Surveys to identify and select appropriate children for Reading Recovery
- Liaise with class teachers on behalf of each child
- Monitor the progress of children who have received a complete series of lessons
- Administer Observation Surveys as prescribed throughout the year
- Submit data as required, for e.g., to the Teacher Leader for monitoring and submit to the web-based data evaluation site, RRED
- Communicate about the purposes and principles of Reading Recovery with parents, teachers, link teachers and other appropriate school personnel

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## **STANDARDS FOR TEACHERS CONTINUING IN READING RECOVERY**

In order to maintain an effective, high-quality implementation, Reading Recovery teachers receive professional development each year, and annual Teacher Leader and colleague visits for as long as they are teaching Reading Recovery.

Teachers are required to:

### **Professional Development**

- Attend a minimum of six Continuing Professional Development sessions for trained teachers annually
- Teach a child for colleagues at a Continuing Professional Development session as requested
- Make and receive a colleague visit with other teachers at least annually

- Receive a minimum of one school visit from the Teacher Leader, annually

### **Teaching children after the training year**

- Teach children individually for 30 minutes every day (the number of pupil places will be dependent upon the need of the school and resources available, but the **minimum** is two)
- Follow the set procedures for the identification and teaching of the lowest achieving children in the age band, according to Reading Recovery principles
- Communicate with the class teacher and parents of children taught
- Maintain comprehensive teaching records on each child. These would include Observation Survey sheets including a summary sheet and multiple testing sheet, Predictions of Progress, a Roaming Around the Known diary, lesson records, daily running records, records of reading vocabulary and writing vocabulary, a weekly record of book levels
- Submit monitoring data for all pupils taught

### **School implementation**

- Administer Observation Surveys to identify and select appropriate children for Reading Recovery
- Liaise with class teachers on behalf of each child
- Monitor the progress of children who have received a complete series of lessons
- Administer Observation Surveys as prescribed throughout the year
- Submit data as required
- Communicate about the purposes and principles of Reading Recovery with parents, teachers, link teachers and other appropriate school personnel

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## **STANDARDS FOR ACCREDITATION**

Each year, teachers maintain their accreditation through meeting essential requirements:

### ***Teaching children***

- Individual teaching of a minimum of two lowest attaining children in the Reading Recovery age group for the context, five days per week

### ***Professional development***

- Attendance at six Continuing Professional Development sessions per year
- Input to the wider role in the school

### **Quality assurance**

- Submission of accurate national monitoring data

### **Returning to Reading Recovery after a prolonged absence from the programme**

- Following a period of absence from Reading Recovery teaching, teachers will require support, through individual tutorials or attendance at Initial Professional Development sessions. This should be negotiated with the local Teacher Leader and agreed with National Leaders.

## **BRIDGING TEACHERS BETWEEN READING RECOVERY AND *IR-RIMONTA FIL-QARI***

In addition to fulfilling all the requirements for training as Reading Recovery teachers presented above, an individual teacher bridging to *Ir-Rimonta fil-Qari* must be bilingual, skilled in spoken and written Maltese.

Because inter-linguistic differences between languages are numerous and complex, a teacher making the shift from early intervention in one language to another is required to undertake a programme of professional development. This will apply to moving from Reading Recovery to *Ir-Rimonta fil-Qari* and *Ir-Rimonta fil-Qari* to Reading Recovery. Teachers will work under the tutelage of a Trainer or Teacher Leader for a sustained period of time. Bridging requires participation in a course taught by a currently accredited Teacher Leader registered in the target language for no less than six months, in addition to meeting the professional learning requirements of the professional development programme in which they originally trained (Reading Recovery or *Ir-Rimonta fil-Qari*).

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### **STANDARDS FOR TEACHERS WHO ARE BRIDGING**

- Participate in on-site, in-person assessment training sessions to use the Observation Survey in the relevant language.
- Successfully complete a bridging course designed for this purpose, with no less than six opportunities to observe live lessons at a one-way screen (NB: as there are two live lessons at each session, this equates to no less than 12 lessons observed).



- Work with a minimum of two teaching slots in the new language over the course of the bridging period.
- Demonstrate effective teaching in the new language.
- Receive at least two school visits from a Reading Recovery or Ir-Rimonta fil-Qari Teacher Leader during the bridging period (whichever is the language to which the teacher is bridging) for guidance and instructional assistance in the new language.
- Teach a minimum of one lesson at the one-way screen during professional development sessions for the purpose of bridging in the language to which the teacher is bridging. (NB if the number of teachers in the bridging group is fewer than 12, then each teacher will need to bring a child to the screen on more than 2 occasions).
- Participate in training class discussions in the language of lessons taught at the one-way screen.
- Keep complete records on each child as a basis for instruction (Observation Survey<sup>1</sup> assessments and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- Submit completed Observation Survey assessments, lesson and running records, and other data to the Teacher Leader monitoring the bridging programme.
- Enter data into RRED to monitor the impact of Ir-Rimonta fil-Qari.
- Once bridging has been successfully completed, the ongoing professional development and Teacher Leader visits should correspond with the language(s) in which the teacher is predominantly working. For example, if a teacher is working exclusively in Reading Recovery in English, the professional development would be exclusively in English. If a teacher is working with two students in Maltese and two students in English, ongoing professional development time would be split between Reading Recovery and Ir-Rimonta fil-Qari.
- The Standards for ongoing Professional Development and Support apply to both programmes regarding duration, frequency, and commitment.

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<sup>1</sup> 'Observation Survey' refers to the Observation Survey text and accompanying observation tasks in either Maltese or English, whichever is appropriate.

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## GUIDELINES FOR READING RECOVERY TEACHERS

When considering the identification of a teacher for training in Reading Recovery or *Ir-Rimonta fil-Qari* it is beneficial if teachers:

- Demonstrate adaptability and problem-solving skills
- Show willingness to learn, acquire and apply new skills and knowledge
- Demonstrate good interpersonal skills with colleagues
- Serve as members of the school's staff team

Reading Recovery teachers in training must work daily with four children within the required age range so they have the best opportunity to learn how the programme works with the group of children for whom it is designed.

For Reading Recovery or *Ir-Rimonta fil-Qari* to be effective with the hardest-to-teach pupils, teachers need to become a highly skilled decisionmaker. Teachers “notice significant behaviours, interpret them in light of theory, and interact in ways that make reading and writing processes visible to the learner”.<sup>2</sup>

Training as a teacher requires participation in an accredited Reading Recovery Initial Professional Development programme led by a qualified Reading Recovery Teacher Leader. The course is part-time over a full academic year with both theoretical understandings and practical experiences.

In the training year, a teacher is required to work with at least four children at any one time on an individual basis for half an hour every day, and during which will need to be freed from other responsibilities. Allowing for record keeping, the time commitment to Reading Recovery during the training year is approximately 0.6 full-time equivalent, including professional development time, most of which is spent working in the teacher's own school, teaching individual children.

Following intensive training in observation and assessment in the first two weeks of the course, the teacher is required to attend half-day Initial Professional Development sessions, fortnightly. These are in addition to the daily teaching commitment in school.

There is also an expectation that wherever possible, teachers will teach their pupils prior to attendance at Initial Professional Development sessions, so that daily lessons are not interrupted.

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<sup>2</sup> Lyons, C.A., Pinnell, G.S., & DeFord, D.E. (1993) ‘*Partners in learning: Teachers and Children in Reading Recovery*’. p. 57. New York: Teachers College Press.

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### STANDARDS FOR IMPLEMENTING READING RECOVERY

- Making provision for the teacher to teach Reading Recovery daily
- Making provision for the Reading Recovery teacher to submit data onto the Reading Recovery Data Evaluation database (RRED)
- Making provision for the Reading Recovery teacher to liaise with other personnel in the school, e.g., those with class teacher responsibility for children in Reading Recovery, or those with oversight for Special Educational Needs, language coordination and with parents/ caregivers of children in Reading Recovery
- Making provision for the Reading Recovery teacher to receive initial and subsequently continuing professional development
- Making provision for the Reading Recovery teacher to receive Teacher Leader visits according to standards for initial and continuing professional development
- Enabling the teacher to take a child to the Reading Recovery professional development centre when it is their turn. (This will occur two to three times during the training year and once a year thereafter)
- Making provision for the Reading Recovery teacher to give and receive a minimum of one visit from a Reading Recovery colleague each year.
- Making provision for the training a link teacher(s).
- Ensure that follow-up testing for all children is carried out at the three months and six months marks after the end of their programmes, and that the findings acted upon as necessary
- Arrange for the transfer of information when a child receiving Reading Recovery moves to a new school that implements Reading Recovery
- Ensure the adequacy of resources for Reading Recovery (personnel, books, materials, etc.)

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### GUIDELINES: MAKING THE BEST OF READING RECOVERY IN A SCHOOL

The role of the school includes:

- Safeguarding the time for Reading Recovery and protecting teachers from redeployment of time which could jeopardise the effectiveness of the teaching programme, for example, using the teacher to cover classes, preventing teaching on a daily basis. Research shows that breaks in teaching increase the length of the series of lessons, essentially making it both less efficient and less cost

effective for the school. It also shows that the teacher's ability to stay close to the needs of the individual child, without the daily build, is reduced

- Representing Reading Recovery at senior management level
- Promoting Reading Recovery in the school
- Monitoring the Reading Recovery teacher's workload. This might include:
  - Monitoring the adequacy of provision of teaching places to meet the needs of the school
  - Time for ongoing monitoring of children's progress after Reading Recovery, preventing overload for the Reading Recovery teacher by ensuring that the school takes on the task of three and six-monthly checks on progress
- Identifying a Reading Recovery link teacher (see below) to contribute to initial and final assessment processes. Ideally the link teacher should be an experienced and/or senior member of the staff team within the school.
- Ensuring that all members of the school team are made aware of how Reading Recovery operates
- A long-term plan for the implementation of Reading Recovery might include:
  - Staffing decisions that must be made about which teacher is to be trained in Reading Recovery. Planning should take account of the Reading Recovery teacher's workload. (Approximately 0.5 time allows four teaching places reaching eight to 12 children in the year)
  - Accommodation considerations, regarding establishment of a suitable workspace for the daily lessons. This need not be large, but needs to be well lit, properly ventilated and a comfortable working temperature. Children identified for Reading Recovery are often easily distracted, so disturbance needs to be minimal
  - Drawing up a budget to cover the cost of teacher time and to provide for ongoing purchase of books and materials
  - Monitoring the effectiveness of Reading Recovery in the school and reporting on the outcomes to governors/Boards of Management, parents, school staff and outside agencies
  - Ensuring that Reading Recovery is represented and reported at governor, board of management, parent, and staff meetings as appropriate
  - Ensuring that best use is made of Reading Recovery teaching time by reducing to a minimum, time lost between the end of one child's series of lessons and the commencement of the next child to fill that teaching place

## READING RECOVERY SCHOOL LINK TEACHERS

The school link teacher's primary responsibility is to help promote and sustain Reading Recovery within the school. Link teachers work closely with the school's Reading Recovery teacher, class teachers and the senior management team.

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### STANDARDS FOR LINK TEACHERS

Link teachers are required to:

- Attend link teacher training (one full day or equivalent) in the administration of the Observation Survey
- Assist in the assessment of children for both entry to and exit from the Reading Recovery series of lessons
- Have an interest in, and some knowledge about, Reading Recovery
- Have some expertise in the fields of literacy acquisition, early years literacy interventions or Special Educational Needs
- Support the Reading Recovery teacher to communicate with parents, Special Educational Needs coordinator, senior management team, governors/boards of management, and other appropriate school personnel

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### GUIDELINES FOR LINK TEACHERS

- Practise the administration of the assessments from time to time, and to gain experience in interpretation through discussion with the Reading Recovery teacher
- Liaise with the Special Educational Needs coordinator to record children taken into Reading Recovery on the school's Special Educational Needs monitoring system, and to record the outcome at the end of their series of lessons
- Liaise with class teachers and monitor progress of children whose individual lessons have been discontinued