

Reading Recovery

Decades of research from around the world by Reading Experts demonstrate that Reading Recovery is an ineffective remediation for students with dyslexia as it is based on the "whole word" language approach.

Here are some articles to support this:

"Dr Louisa Moats told Education Department staff on Tuesday that it was "indefensible" to spend money on the program, which is designed to help struggling Year 1 readers."

<http://www.theage.com.au/victoria/reading-recovery-harmful-visiting-academic-louisa-moats-says-20150326-1m8m9e.html>

Dr Louisa Moats on Reading Recovery: "If my child were one with a learning disability ... and dyslexia in particular ... I would refuse to allow my child to be in a Reading Recovery lesson because all the instruction is directing their attention away from what they should be paying attention to. It's just not OK, it's harmful. So it's not just an argument about philosophy."

<https://www.facebook.com/Spelfabet/posts/374310666088907>

... policy makers (and as a consequence many, though by no means all, teachers) have been slow to acknowledge and act on the irrefutable data that Reading Recovery is not delivering on its promises."

<http://pamelasnow.blogspot.com.au/2014/09/reading-recovery-and-cassandras-curse.html>

"They say that after more than 25 years of Reading Recovery in New Zealand, there is virtually no empirical evidence to indicate that successful completion of Reading Recovery results in sustained literacy improvement."

<http://www.theage.com.au/victoria/reading-recovery-a-failed-program-20140902-10biol.html>

"The research also shows there is a marked decline in children's self-esteem - while they are on the programme and during the 12 months following - apparently as a result of their failure to improve."

<http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle=reading-recovery-failure-creates-low-self-esteem-07-09-1999>

"Choosing an effective remedial program can be tricky when vulnerable parents and concerned teachers look to commercial resources. However, teachers and parents should be guided by the principles of effective reading instruction outlined in the [National Inquiry into the Teaching of Literacy](#) and current research findings that highlight the importance of alphabetic approaches that systematically and explicitly teach phonological awareness and phonics to mastery.

Programs that meet these criteria include: MiniLit and MultiLit, Little Learners Love Literacy, Get Reading Right, Jolly Phonics, Sounds Write, Write to Read, Read Write Inc and Letters and Sounds."

<https://theconversation.com/there-are-many-remedial-programs-superior-to-reading-recovery-39574>

"Reading Recovery's "in-house research" does not follow an "intent to treat" approach. In fact, for the poorest readers, empirical syntheses of "in-house" and independent studies indicate that Reading Recovery is not effective." - See more at:

<http://www.wrightslaw.com/info/read.rr.ltr.experts.htm#sthash.Pxj4NqNq.dpuf>

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READING Recovery, used to help thousands of young Australians struggling to learn to read at a cost of millions of dollars a year, has been blamed for a lack of improvement in skills in New Zealand, where the program was created. A study by the Massey University Institute of Education concludes the nation's literacy strategy has failed and that Reading Recovery has had "little or no impact" on reducing the large gap between the best and poorest readers.

<https://www.ldaustralia.org/in-the-news-issues.html#reading>

<http://www.musec.mq.edu.au/public/download.jsp?id=6399>

Reading Recovery does have a fiercely loyal following, but independent educational research has shown that it is not good value for money.

<https://educhatter.wordpress.com/2011/03/10/early-reading-instruction-why-has-reading-recovery-survived/>

Other research has documented that children who complete Reading Recovery and return to the class do not continue to learn at the same rate as average children in the class, but seem to immediately begin falling behind again.

<http://pages.uoregon.edu/bgrossen/rr.htm>

https://www.ldaustralia.org/client/documents/BULLETIN_NOV13-RR.pdf

Another interpretation of these data is that they provide *no evidence* for the long term efficacy of Reading Recovery because those children in the school who did receive Reading Recovery performed no better than those who did not.

<http://www.kevinwheldall.com/2013/02/small-bangs-for-big-bucks-long-term.html>