



Reading Intervention March 5, 2024

Currently Sunrise School Division uses Reading Recovery as its reading intervention program. 5.0 FTE are allocated to schools to implement the Reading Recovery program.

Over the last number of years, there has been increased attention and discussion across North America given to the most effective strategies to help students learn how to read. Some of this attention would have been motivated by two Canadian Human Rights investigations completed in Ontario and Saskatchewan. These were based on concerns that students with disabilities, and all students, were not being provided proper reading instruction and therefore being denied the opportunity to learn how to read. Proper reading instruction being identified as those strategies being the most effective as demonstrated by research.

Both the Ontario and Saskatchewan Human Rights Commissions identified that literacy instruction and intervention should be based on the foundation of using sound-letter correspondence to decode and spell words. Furthermore, reading intervention should be available to all students who require additional support.

In recent years, Reading Recovery has faced increased criticism from a variety of educational stakeholders. Some aspects of the program align with research on effective reading instruction, while other aspects have been identified as harmful to students long-term reading success. While Reading Recovery has become a source of controversy and is often seen, fairly or unfairly, as a target in public debates on reading instruction, one thing is very clear; there are reading interventions that are more effective than Reading Recovery.

Whether done through a program or by following a clear scope and sequence, reading interventions can be completed in small groups and can be led by a variety of educators who have the background knowledge to effectively implement the identified instruction; classroom teachers, resource teachers, literacy support teachers, speech-language pathologists or educational assistants.

Sunrise School Division will discontinue the use of Reading Recovery as the identified reading intervention of choice. The staffing FTE allocated to Reading Recovery will remain in place at schools as literacy support teachers. The focus will be on supporting small groups of students in the early years (K-2) who require additional or alternative instruction to build foundational reading skills. A requirement of the program, Reading Recovery teachers were allocated to school in primarily 0.5 FTE increments. In future years, the 5.0 FTE can and should be allocated to schools based on a combination of student numbers and student need.