

# Reading recovery (RR) training programme

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 MALTA

## Timeline

2018 Implementation

2019 Implementation

2020 Implementation

ID number 28427

## Background

To provide the best opportunities so that that each child can acquire the required literacy skills. The results obtained by Maltese students in international studies had mean reading scores below the international average.

## Objectives

To help young children (six-year-olds) with literacy problems reach the level expected of them in reading and writing.

## Description

In order to improve basic skills in IVET, the National Literacy Agency (NLA) launched in September 2018 the Reading recovery (RR) training programme in collaboration with the university college London. The programme consists of 100 hours of individual sessions over 20 weeks. The sessions are provided by teachers trained specifically in the methodology of RR. The programme lends itself to adaptations to meet the individual needs of each student.

The programme includes the training of teachers in the RR methodology by the University College London. Two courses are available: a postgraduate course for teachers, and a master course for literacy support teachers and heads of the literacy department. Those attending the master course will be able to train other teachers. Some pupils from the first cohort are on their way out from the programme since they have reached the required level in reading (Level 17 of the PM benchmark literacy assessment) and new pupils are being enrolled.

### 2018 Implementation

The first cohort of 90 learners benefited from RR during the academic year 2018/19. By the end of that year, four of them dropped out, 86 finished the course; of these, 72 (84%) reached the expected level while the other 14 (16%) were referred for further assessment and other intervention programmes.

### **2019 Implementation**

By June 2019, 15 complementary and literacy teachers completed the reading recovery (RR) teacher-training course while seven heads of department (HODs) and literacy support teachers finished the first year of the masters RR leader course.

During the academic year 2019/20, 32 new complementary and class teachers started the RR teacher course. The RR programme was offered in 33 primary schools and 220 Year 2 students have benefited from it.

### **2020 Implementation**

From mid-March 2020 to June 2020, teacher training was delivered through synchronous and asynchronous online forums since schools closed due to the COVID-19 pandemic.

The COVID-19 pandemic and the school lockdown that followed disrupted the implementation of the programme in the 33 reading recovery (RR) primary schools in Malta.

In December 2020, the NLA recommenced the RR programme. Only 33 RR teachers could be assigned to learners. The remaining 17 RR teachers were unable to implement the intervention programme as they were assigned normal teaching duties following a shortage of teaching staff in schools. The shortage reflected the COVID-19 mitigating guidelines issued by the public health authorities for schools.

## **Bodies responsible**

- National Literacy Agency (NLA)
- University College London

## **Target group**

### **Thematic categories**

#### **Modernising VET offer and delivery**

Acquiring key competences

#### **Teachers, trainers and school leaders competences**

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

#### **European and international dimensions of VET**

Transnational VET initiatives, including joint VET programmes

## **Subsystem**

IVET

## **Further reading**

[National Literacy Agency information on the Reading recovery programme](#)

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“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28427>