

"It is important to think clearly about today's school improvement programs which aim to raise the general level of achievement. *Lifting the average scores in schools will increase rather than decrease the need for early intervention.* School improvement programs designed for success will unquestionably create larger gaps between those who can easily meet the challenges and those who have several counts against them when it comes to school learning. Higher general levels of achievement will create larger gaps between the average and the lowest achievers in literacy acquisition unless special measures are put in place." (Clay, 2001, *Change Over Time*, p. 216)

As a child gains control of these various ways of working with information in texts he begins to build a literacy processing system that learns how to extend itself. The child is learning to read because of the effective processing he does when he reads. This self-tutoring occurs at faster and faster rates under the control of sound monitoring and self-correcting systems. (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 110)

"Familiar reading builds volume of reading and provides extended opportunities for successful processing of information from the meaning, language structure and print." (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 111)

"On higher-level texts children continue to encounter language structures they do not expect. These need to be anticipated and where possible used by the teacher in her introduction. Only the very competent can take these on the run. When the language of the book is more complex than language the child uses, the teacher may help him into the reading by using some of the author's words and phrases." (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 116)

"The more we give in the way of 'gifts' (like meaning and structure during book orientation), the more the child will give us in the way of problem-solving on the run, integrating all cueing sources effectively and efficiently."
(Kelly, P. & Neal, J. 2009, *Keeping the Processing Easy at Higher Levels of Text Reading*)

"The goal of the teaching is to assist the child to construct effective networks in his brain for linking up all the strategic activity that will be needed to work on texts, not merely to accumulate items of knowledge. It is necessary to develop self-correcting by allowing room for self-correcting to be initiated by the child. A teacher who allowed only correct responding would not be allowing the child to explore the process-strengthening potential of self-correcting behaviors!" (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 41)

"Teachers do not need to know how to teach independence: they need to know how and when to hold back and let the independent child take over the whole task." (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 41)

"But the teacher aims to strengthen the child's ability to search flexibly for information from different sources to problem-solve the meanings of text. She is careful to counteract any imbalance in the child's use of information." (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 137)

"Additional results of the current study showed that students who became first-grade-level readers also had a superior ability to coordinate the use of both graphic & contextual information in the same error episode."
(McGee, et al, 2015, p. 289)

"Increasing attention to early writing in classrooms has raised expectations of children's written language performance. It will be important for early intervention teachers to keep an eye on the writing children are expected to do in the classroom setting. Reading Recovery children need to be able to perform well in their classrooms." (Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 85)

"If a child is to continue making steady progress, taking his developing processing system further, his writing needs to become as varied and complex as that produced by children making good progress in classrooms."
(Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 85)

"*The secret of successful instruction in hearing and recording sounds in words is to have a teacher who knows how to help a child 'hear' the sounds singly or in clusters, and how to 'see' the letter forms and recurrent patterns. The teacher guides the child to the most efficient links between letters and sounds, or clusters of letters and patterns of sound. Being able to do this will improve every aspect of learning to read and write.*"
(Clay, 2016, *Literacy Lessons, 2nd Ed.*, p. 101)

"Being both deliberate and dexterous, Reading Recovery professionals create the conditions under which acceleration is possible—a balance of familiar and new text experiences, using data to make teaching decisions that do not waste time on things already known, providing echoes and links, and simultaneously lifting the level of challenge over time—all in the service of supporting learners to develop a self-extending system."
(Williams, J. 2016. Bringing our A Game, *Journal of Reading Recovery*)