

**O'Shea, Denis, 1995, Remediation of Reading Difficulties in the primary School**

### **ABSTRACT OF DISSERTATION**

This study examines various elements contributing to reading failure in the primary school. A number of remediation programmes, centred around one-to-one tutoring, are examined and a model of remediation of reading difficulties is proposed for Irish primary schools.

Detailed analysis of the conflicting arguments surrounding the 'bottom-up' and 'top-down' models of teaching reading is provided. The need for educators to draw on the best elements of both models is stressed. Pupils, especially those at risk of reading failure, require a multiplicity of approaches to ensure success. Accurate definitions and descriptions of the various categories of reading disabilities are provided. Factors which effect the at-risk reader are examined including the influence of home and family. The contribution of recent research into eye movements is described as well as the need for at-risk readers to develop metacognitive strategies.

One-to-one tutoring is now widely accepted as the most powerful method of remediation for at-risk readers. Detailed accounts of three major initiatives are provided: Reading Recovery, Success For All and Accelerated Reading. Comparisons are drawn between programme results in New Zealand, America and England. Critical analysis including the need for a phonological awareness component in future programmes is discussed. A programme for remediation of reading difficulties in Irish primary schools is proposed.

In conclusion, one-to-one tutoring is related to the broader vision of reading. The need for class teachers to become more aware of the importance of their roles of motivating and encouraging at-risk readers is stressed. The need for pupils to experience various genres and registers of text is highlighted and the lack of indigenous research to aid further development in the teaching of reading in Ireland is noted.