

Romsey Primary School	500 Curriculum Policies	Page: 1 of 1
Policy Manual	512 Literacy Intervention	Issue: 1:1 Date: 7/02

Rationale

The School recognises the need to provide special assistance to students at risk in literacy and provides a Literacy Intervention program which runs 4 days a week for ½ hour sessions. Using benchmark testing and other assessment strategies students are recommended for the program and the English Coordinator. Reading Recovery teacher and Literacy Intervention teacher consult to decide who is placed on the program.

Aim:

- To improve the literacy levels of students “at risk.”
- To support classroom teachers with “at risk” students

Guidelines

1. The priority of the Literacy Intervention Program is reading for meaning.
2. The program is dependent upon the needs of the students.
3. Teaching groups to be as small as possible. The focus is to target fewer students who do not perform in normal classroom programs and to move them forward, with success. (up to 4 students per group, but preferably 3)
4. Students are withdrawn from their classroom for the program.
5. Students attend program 4 day a week.
6. The program is uninterrupted, where possible administration and student welfare issues are to be dealt with in a non-teaching time.
7. Students who have like needs are grouped together.
8. Discontinuation from the program to be based on data. Students at Year 1 and 2 will be discontinued when they reach the minimum statewide benchmark in the Literacy Intervention Program ie Year 1 Level 15 and Year 2 Level 20. DART results to be used for Year 3 – 6.
9. Literacy Intervention teacher is replaced when absent.
10. The classroom teacher documents an individual Learning Improvement Plan for each student and a copy is given to the parents and the Literacy Intervention teacher.
11. The Literacy Intervention teacher uses the Literacy Plan (for a small group with like needs) *, to record program and gives a copy to the classroom teachers involved. It is the classroom teacher’s responsibility to seek further information if it is needed.
12. The model for the program is “A Suggested Teaching Framework for Additional Assistance” ⊗
13. The priority group is Years 2 to Years 6
14. The names of the lowest achievers in classrooms are submitted to the Literacy Intervention teacher. Classroom teachers submit the results of the Running Records, Dictation Test, Word Test and Writing Vocabulary Test for Year 2 students. Year 1 students who are on the program need a full Observation Survey conducted by the classroom teachers. Year 3 – 6 students are administered the DART Test. The Literacy Intervention teacher uses the data from this testing (DART and Observation Survey) to decide who is placed on the program. Further consultation with unit leaders and the Literacy Coordinator to be used when applicable.
15. The Literacy Intervention teacher is to provide a summary report in December to the Literacy Coordinator and the Curriculum Coordinator. The report to include achievement levels when the students entered the program compared to the level they achieved at the end of the program.
16. The Literacy Intervention teacher provides classroom teachers with a brief report on students’ achievements and the reading behaviours they display at the end of November.
17. The Literacy Intervention teacher is available for parent interviews when parents make a request.
18. Students are nominated for the program at the end of the school year and data is collected on each student at the beginning of the next year to decide who qualifies for the program.
19. The program begins on the first full week of school and finishes at the end of the first week in December.
20. The Literacy Intervention Teachers completes the Benchmark Testing in the second week of December for all Prep to Year 2 students and collates the results.

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* page 124 – 125 Teaching Readers in Year 3 and 4 Manual

⊗ page 132 133 Essential Feature of Additional Assistance, Teaching Readers Year 3 & 4 Manual