



Doreen Primary School

Literacy Intervention Policy

Rationale: Effective literacy skills underpin all learning. At Doreen Primary School we are committed to ensuring that all students develop the skills necessary both to achieve academic success and to equip them for lifelong learning that will enable them to fully participate in society. The whole school community is involved in creating an environment where literacy is explicitly addressed and valued. Each discipline has its own specialised language and texts and so all teachers need to teach the reading, writing, viewing, speaking and listening demands of their content area. The English program has a particular, but not exclusive, role in developing literacy which is every teacher's responsibility.

Purpose: To ensure all children are supported in developing Literacy Skills and abilities at the highest levels they can, Doreen Primary School will provide an Intervention Program that will support and develop children who are identified by either school wide testing or classroom teachers as being at risk of not achieving expected outcomes, skills or concepts deemed acceptable for their age group. This program will be run parallel to, but with guidance from Classroom Teachers.

Implementation:

1. The Literacy Co-ordinator will oversee the Program.
2. ESO staff with focussed Literacy Intervention training will be allocated specific grade levels to work with across the entire school.
3. With Classroom Teachers, the Literacy intervention staff will identify students who may be in need of assistance to achieve expected outcomes. Observation, history and the School's SPA data will be used to determine these students. The Literacy Intervention Co-ordinator will oversee the process.
4. The Classroom teacher and the literacy Intervention staff will determine and develop the best processes and activities needed to support each student. This may mean withdrawal or in grade support.
5. The focus of the sessions may be varied from writing, reading or oral presentations.
6. Regular notes and observations will be kept after each session.
7. Parents of students in the program will be notified of their child's participation and given the opportunity to discuss what will occur, why, and what is being aimed for. An ILP may be appropriate.
8. During the school's Evaluation cycle, students in the program will be focused on to determine effectiveness of the program and if further expertise or resources are required.

9. There is no time limit as to how long a student may be supported in the program.

Resources:

1. Staffing will be allocated from ESO staff already funded, trained and familiar with the program.
2. Resources such as:
Fitzroy Readers Program, Heather Harvey Intensive Reading Programs, Reading Conventions, Spelling Conventions, Comprehension Conventions, Spelling Rules, Spelling Patterns, Comprehension Checkpoints, Various Activity Books by Len Vincent, M100W, Worksheets produced by aides to best suit students individual needs
Flash cards and games made by aides are used to enhance worksheets.
These will be provided, maintained, replaced and extended as needed by the staff.
Funding will come from the Language Budget and be negotiated with The Literacy Co-ordinator.

Session Structure:

Sessions are structured to best support the student's needs and learning styles.

A typical 30 minute session working with one child would be

5mins - game to reinforce previous session

15mins - reading/worksheet relating to activity

5mins -game to reinforce learning focus

5mins- record anecdotal notes of session.

Evaluation:

1. Students via DPS Evaluation Program
2. Program via Student, Classroom teacher and Staff member Feedback to Literacy Coordinator and Principal
3. Anecdotal notes
4. SPA analysis each year