Literacy Support

The Literacy Support Program, offered to students in Reception, Year 1 and Year 2, focuses primarily on explicit teaching of phonological awareness skills and early literacy concepts. The goal is for the student to receive support while still experiencing quality instruction in the classroom. The Literacy Support Program links with the phonemic program being offered in the mainstream classroom.

Students are referred by their class teachers to the Literacy Support Teacher for assessment to ascertain eligibility for the program. Students are offered small group sessions on a twice weekly basis by the Literacy Support Teacher / Special Education Teacher.

Goals and Objectives

- To help each student achieve his/her potential
- To provide multi-sensory learning experiences
- To provide explicit teaching and high quality instruction
- To support students in practising skills using a variety of materials and learning tasks
- To provide opportunities for repetition and reinforcement of concepts and opportunities for frequent revision (over learning)
- To ensure students achieve a high rate of success in tasks
- To provide a supportive learning environment
- To liaise with teachers and parents
- To encourage students to develop positive work and study habits: perseverance, organisational skills, knowledge of how to practise and remember, independence, editing skills, and self evaluation skills.

Skills to be taught

The student will be able to:

- Write all lower and upper case letters correctly
- Say the sound (and eventually the name) for each letter of the alphabet when shown the written form of the letter
- Hear rhyming words by recognising them and producing them
- Hear and identify the number of syllables in words
- Manipulate (delete or substitute) syllables in words
- Recognise and manipulate compound words
- Hear initial, medial and final sounds in words
- Segment words into individual sounds in both regular and irregular words
• Blend a sequence of sounds to form a word (CVC)
• Manipulate (delete or substitute) sounds in words
• Segment words into sounds (CVC)
• Segment multi-syllabic words into sounds
• Practise phonemic recoding; able to say letter clusters and groups of letter clusters
• Decode nonsense words
• Identify consonant digraphs; sh, ch, wh, th, qu as single phonemes
• Identify 2 letter initial consonants in words and generate words beginning with the blend
• Identify 2 letter initial consonants in words and generate words ending with the blend
• Recognise vowel digraphs and generate words containing digraphs
  eg. ar, er, or, er, oo, ay, oi, ai, aw, oy
• Recognise long and short vowels when ‘Magic e’ is used at the end of words
• Recognise three letter initial blends and generate words beginning with the blend
• Read short texts independently and write short answers to comprehension questions
• Recognise sight words from the Holdaway Sight Word Lists
• Spell words from the Salisbury High Frequency List
• Develop auditory memory by being able to remember a series of instructions, discriminate words which are same and different; recall and add to a series of words in a category.
• Write short sentences which have been dictated using high frequency words
• Sequence a series of pictures and write sentences to go with them using correct punctuation
• Participate in games and activities which require cooperative social skills

Assessments

• Student achievement data will be collected using a variety of tools and include both formal and informal assessments
• Formal reporting will be sent to the parents in June and December of each year
• Parent interviews will be held annually or more often if required
• Assessments may include:
  Waddington Reading Tests
  Young Reading Test
  Neale Reading Tests
  GAP / GAPADOL Reading Tests
  Burt Word Test
  Westwood Spelling Test
  Analysis of the Language of Learning (Phonological Awareness)
  Munro Assessment and Teaching of Phonological Knowledge
  Sutherland Phonological Assessment
  Rapid Word Naming Test
  Aston Visual and Auditory Memory Tests
  Rosner Test of Auditory Analysis
Informal checklists prepared by the Literacy Support Teacher

Criteria for entry into the program

- Identified and nominated by class teacher – Students who are experiencing significant difficulty with early literacy concepts
- Assessed as experiencing significant difficulties with early literacy concepts – in some cases a Psychological Assessment that suggests that a student is at academic risk