



## **READING INTERVENTION**

*Revised January 2016*

### **Introduction**

Somers Primary School aims to cater for the individual needs of all students. Literacy is a vital life skill for all students. The Reading Intervention Program will target students who require special needs to fulfil their potential with reading and writing and provide them with a range of programs, including group programs, Book Circles, proactive programs, intensive one-to-one teaching daily and programs aimed at compensating for lack of language skills in both receptive and expressive language, thus improving their literacy skills. We believe that if we identify students requiring assistance early in their schooling, we will have very few students in the top end of the School with literacy problems.

### **Aims**

- To identify students who have difficulty with reading and writing at the completion of their Prep Year by the administration of the assessment procedure “Clay’s Observation Survey”. These children will be recommended for the Reading Recovery program.
- To provide qualifying Year 1 students the Reading Recovery program so they will be able to work within their classroom with the minimum amount of teacher assistance during literacy activities.
- To identify and assist advanced readers with high quality English Literature programs with a focus on texts which engender high levels of comprehension and discussion.
- To develop self esteem.
- To monitor the students once they have returned to the classroom situation and follow-up with support if necessary.
- Design of an Individual Learning Improvement Plan for each child deemed “at risk” with their literacy development. Regular contact with parents to assess development in targeted areas.

### **Implementation**

In Prep all children will be screened for phonetic and phonemic awareness. For those with poor skills, additional assistance will be provided by a Speech Pathologist.

Students will be identified at the end of Prep and selected for the program taking into accounts their chronological age and Early Years assessment tools and Observation Survey Scores.

Four students at a time will be on the program for half an hour each day, five days per week. The program will be between 12 to 20 week duration depending on need.

A trained Reading Recovery Teacher will coordinate the program.

For children with language impairment, additional group based assistance will be provided. Children in Years 2-6 will continue to be supported through group-based, individual and classroom programs, depending on need and availability of resource. Support will be provided to extend children as well as to assist those with learning difficulty.

The classroom teacher will be kept informed of the student's progress throughout the duration of the program. In the classrooms, children will work in groups aimed at maximising their achievement. VCAA Online tests will be regularly given in Years 3-6 and the Early Years tests will be used in Years P-2.

For some students Individual Work Plans will be developed to ensure continued development of their Literacy learning.

Regular communication will be made with the parents in the form of letters, progress reports, etc to keep the parents fully informed of their child's progress while on the program.

Parents will be involved in the design of their child's Individual Learning Improvement Plan once the child has been discontinued from the program.