Newport Lakes Primary School

<table>
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<th>Policy Name:</th>
<th>Literacy Intervention Policy</th>
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<tr>
<td>Date Adopted:</td>
<td>April 2015</td>
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<td>Review Date:</td>
<td>April 2017</td>
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| Referred Documents:  | Marie Clay Observation Survey  
                       | Fountas & Pinnell Levelled Literacy Intervention  
                       | Fountas & Pinnell Benchmark Assessment System |

**Rationale**

Newport Lakes Primary School recognises the importance of all students developing independence in their Reading, Writing, Speaking & Listening.

**Goals**

- To assist students who are twelve months behind or more in literacy.

- To have the students develop and demonstrate effective and independent literacy strategies.

- To have all students who participate in the Literacy Intervention Program, achieve at or above the expected AusVELS (Australian & Victorian Government School’s Curriculum Standards) levels.

**Implementation**

- NLPS provides two models for Literacy Intervention across years one to four. There is a 1:1 program for students deemed most ‘at risk’ in year one. There is a Literacy Intervention Program (small groups of three students) for both year 1/2 and 3/4 levels.

- All children who are identified as requiring literacy intervention will be tested using the Marie Clay Observation Survey by the intervention teacher or Fountas & Pinnell Benchmark Assessment System or On Demand Assessment by the classroom teacher. Names of students identified as being ‘at risk’ at the end of their first or subsequent year of school by their classroom teachers are placed on a ‘tentative selection’ list. Students are selected for intervention with consideration of age, reading and writing levels, sound and letter knowledge. Professional learning teams (PLTs) are part of the decision-making process, which comprises a submission to the school’s leadership team, where each case is considered on its merits.
• Each student will receive one-on-one or small group lessons with a specially trained literacy intervention teacher each week.

• During the lesson, students are involved in a range of intensive reading and writing tasks. The goal is accelerated learning.

• Student progress is evaluated at regular intervals using the assessment tools above. When students reach the expected AusVELS level they are eligible to be exited from the program.

• Should a student not meet the expected learning outcomes, the following options may be considered.
  - Continue with literacy intervention for a defined number of weeks.
  - Organise assessment to further identify students’ learning needs
  - Provision of a focussed teaching program, which includes an Individual Learning Plan (ILP).

• The progress of the student will continue to be monitored by the classroom teacher who takes regular running records of the student’s reading. It is incumbent upon both the intervention and grade teachers that professional discussions continue to take place to support student learning once the child has exited the program.

• Regular running record data, anecdotal notes and meetings with parents all serve to evaluate the program effectiveness and student needs.

Policy Evaluation

This policy will be reviewed as part of the school’s two-year review cycle.