

Year 3/4 Literacy Support Semester Two 2022



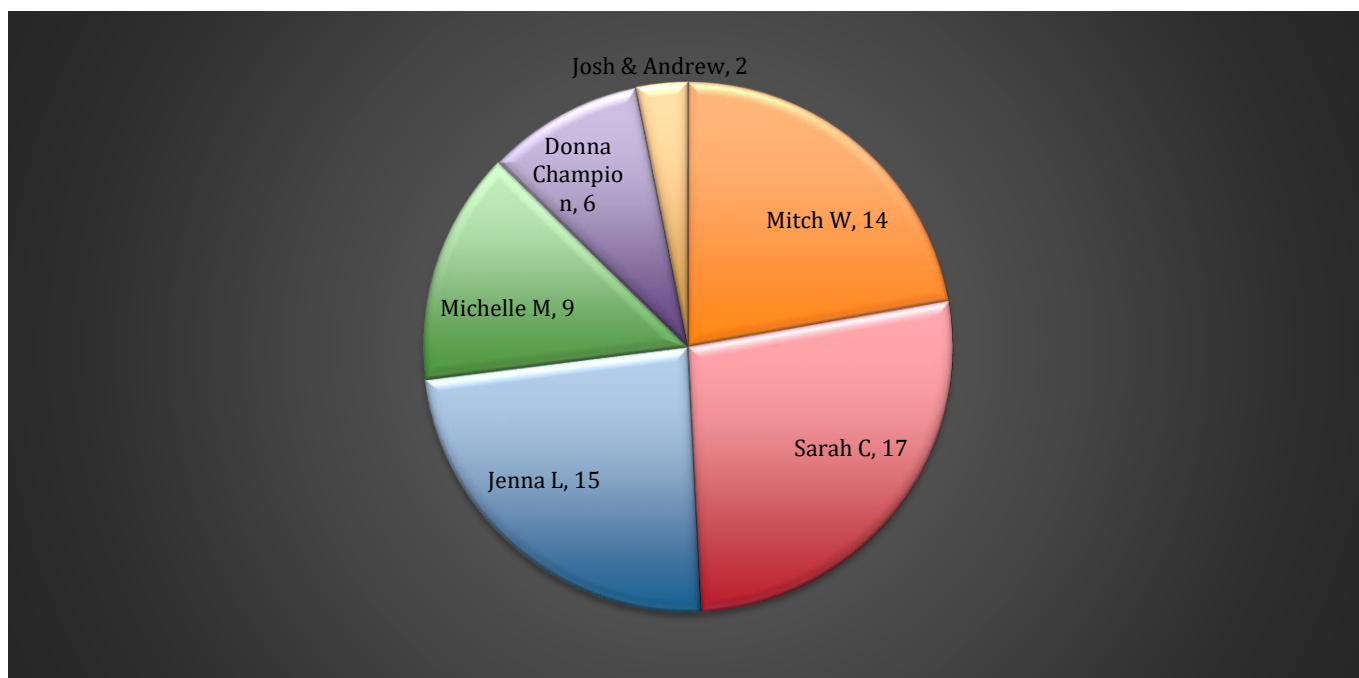
proud history ... great future

BACKGROUND

In Semester One, 2021, administration divided the timetable in such a way that three specialists were released for four days per week to provide support for the Year 3-6 students in literacy. This led to the creation of the Functional Literacy Group, which provided targeted literacy support for 12 students in Years 3-6. Due to some students leaving, having three teachers work with the Functional Literacy Group is inefficient.

PROPOSAL

One of the specialists, Mitch Walker, will be placed within the Year 3/4 literacy block. This means that there are four teachers for three classes. This has led to the model of literacy support looking like the below diagram. The chart is divided up by number of potential students in each group.



Based on current data, Mitch would take an extension group and Sarah C and Jenna would take streamed groups of students who can decode or need consolidation of decoding skills. Michelle Martin will take a group and work through InitialLit 2. Donna will continue with her MacqLit group. Please note that the numbers in the chart are number of students per group..

BLOCK STRUCTURE

For Mitch, Sarah and Jenna, the literacy will be stay the same. Fundamentally, it will include:

1. Word Study (words their way)
2. Reading (with a gradual movement to considerations outlined in the Science of Reading)
3. Writing (with a gradual movement to Seven Steps for Writing Success)

For Michelle, Donna and Daryl, InitialLit and MacqLit cover the spelling and reading aspects of the literacy block. Both programs take around 80 minutes to complete. When a group has completed their InitialLit or MacqLit lesson, the group will move to Room 9, where Michelle will take them for writing when all groups are present.

DATA

To place the students, all students in Year 3/4 will be given the WARP (Wherdall Assessment of Reading Passages). This is a standardised assessment where students read three passages (all the same) for one minute. This tests fluency, and research places a link between fluency and reading comprehension. If a student scores below 26 words per minute, they will need to be tested on the WARL. The WARP will be administered in weeks 10 and 11 by a mixture of Ash, Daryl, Kaitlen and classroom teachers (wherever possible).

The second set of data will be an InitialLit 2 screener. This will be administered to students in the bottom 40% of the WARP.

Placement of students will be conducted in consultation with classroom teachers. PAT-R and Reporting grades will also be taken into consideration.

Students will need to be placed into groups by Friday of Week 11. PAT-R, the WARP, Brightpath Writing samples and WTW assessments can all be used as monitoring and evaluation tools.

CONSIDERATIONS

There are many considerations within this proposal. They are:

- Michelle has not been trained in InitialLit and will need help from Marlene to roll out the program
- Mitch has dotted on a Friday. The dotted timetable for Semester Two has been structured such that a new teacher (replacement for Sarah S) will take the group on Friday mornings. Mitch will plan for the group for all five days.
- The Functional Literacy Group will continue with Josh and Andrew. There is potential for flexibility in terms of relief and the specialist program with this model.
- Donna and Daryl will both have to amend their timetable with Nicole, so that they are present for five mornings a week.
- The assembly will need to be moved. Currently it is moved to Friday at 2.05pm for Semester Two.

