

Literacy Support Programmes



Michelle Nowak

Literacy Leader

Individual Literacy & Group Literacy Support Program

Aimed at Year 7-8 students who are experiencing difficulty in reading and writing. Students complete forty sessions in reading, text summary and spelling strategies.

Literacy Support Classes (2 teachers per class)

Aimed at year 7-8 students who are experiencing difficulty in reading, comprehension and writing. Students are assessed throughout the year to ensure improvement.

Independent Reading Programme

This program for year 7-9 students involves quiet reading at the beginning of each English class for 10 to 20 minutes. Students are taught how to select a 'just right' book - one that is not only appropriate for the individual's reading level, but also based on his or her interest. This quiet reading time has presented an opportunity for students to have a 'one-on-one' conversation with their English teacher and to go over specific reading skills they need to improve or demonstrate to their English teacher.



SUPPORT LITERACY @ TLSC

If you have any spare time and would like to become actively involved or if you want to help raise funds for our Classroom Libraries please contact the Literacy Leader.

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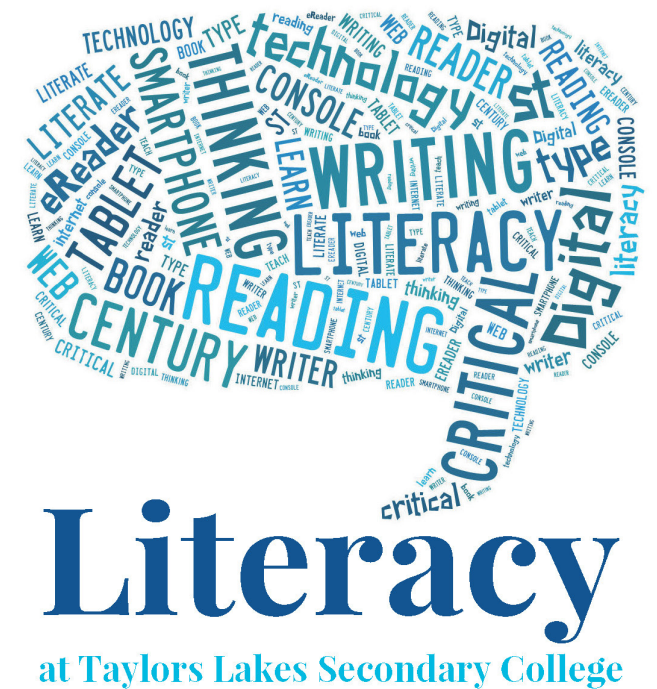
Taylor's Lakes
SECONDARY COLLEGE

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The Literacy Team at TLSC:

Literacy Leader: Michaela (Michelle) Nowak
Literacy Tutorial Support: Dannielle Winnacott
Individual / Small Group Literacy Support: Theresa Marneros, Helen Krukowitch and Julie Wilk
Premier's Reading Challenge Leader: Vince Antonetti

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WHY IS LITERACY IMPORTANT?

- 'Research indicates that a student's future academic success can be predicted by his or her reading level at the end of grade three.' (Wolfe & Nevills, 2004) Reading is the product of explicit teaching and explicit practice at school and at home.
- Research indicates that students with poorer levels of literacy and other basic skills have higher rates of absenteeism and leave school earlier.
- Effective literacy is crucial for students to participate in schooling until year 12, further study, training or work.

HOW ARE STUDENTS IDENTIFIED?

All students in years 7-10 are tested using the PAT Reading Tests, 'Fountas & Pinnell' Benchmarking and eWrite assessments.

Recommendations from classroom teachers are also taken into consideration when establishing which students may benefit most from receiving literacy support.



HOW ARE STUDENTS SUPPORTED AT TLSC?

- *Independent Reading Program* and *Reading Conferences* are embedded within the TLSC curriculum.
- English teachers, the English and Literacy Leaders and coaches are committed to working together to ensure that literacy strategies are incorporated in the English curriculum across Years 7-10.
- *Classroom libraries* have been built to encourage reading and provide convenient access to engaging literature.
- All Middle Years students are encouraged to read through the Premier's Reading Challenge.
- Year 7-8 students requiring reading support complete the *Individual Literacy Support Program* and students requiring reading comprehension and writing support attend *Literacy Support classes*.

See overleaf for further details on our literacy programmes.

HOW CAN STUDENTS BE SUPPORTED AT HOME?

Encourage them to read- it doesn't matter what the subject matter is, the aim is to make reading enjoyable.

- Try and promote the idea that reading is fun. Reading should not be a chore but something enjoyable. Set aside time each day for reading or a discussion with your child about the book they are reading.
- Allow your child to choose his/her own books. Finding the right book is critical - this is why at TLSC students are taught to select books at their reading levels. This is called 'The Five Finger Rule'. Students who reject books and reading may be doing so because they have had negative experiences with reading in the past.
- Encourage your child to read aloud. This is an effective way of measuring his/her progress.
- Get your child to read for meaning and to sound out difficult words. If youngsters are encountering too many unfamiliar words in a given text (max. 3 per page), the book may be too difficult. Ask them to choose another book.

Encourage them to write.

- Encourage them to keep a diary or journal. They are reading and writing while recording important experiences.
- Write letters. This may include something as simple as thank-you notes or letters to grandparents.
- Copy recipes or write out shopping lists. You may write your own items and then ask them to add their own. You can correct any spelling mistakes and ask them to search the items in the supermarket.
- Email or send text messages as this is also a legitimate form of writing and communicating.

Literacy.