## **Literacy Support Programs**

## Group Literacy Support (Years 7-10)

Aimed at Year 7-10 students who would benefit from extra support in English. This support generally takes place in the classroom, although groups will sometimes move to a tutorial room to focus on a particular skill or task.

## Middle Years Literacy and Numeracy Support (MYLNS) (Year 10)

Aimed at students identified as being below National Minimum Standards in reading. These sessions occur during timetabled English classes, and support may occur within the classroom or in small tutorial rooms. The focus is on strengthening reading, writing and comprehension skills. Students are regularly assessed throughout the year to ensure improvement.

### **Independent Reading Programme**

This program for year 7-10 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.

One classroom library has been placed in each Year 7 class to promote independent reading habits and conferencing.



#### LITERACY AT TLSC

If you have any questions about any of our programs, or advice on how we can support students at school and at home, please contact our Literacy Leader. Danielle Winnacott-Danielle.winnacott@education.vic.gov.au



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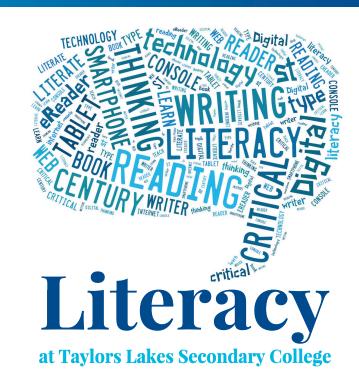
#### The Literacy Team at TLSC:

Literacy Leader and
Literacy Tutorial Support: Dannielle Winnacott
Individual / Small Group Literacy Support:
Theresa Marneros,
Helen Krukowitch and Jane Pace
Premier's Reading Challenge Leader:
Penny Earl

- Taylors Lakes Secondary College
  1-39 Parmelia Drive Taylors Lakes 3038
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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 STUDENT NEEDS IDENTIFIED?

Year 7 and Year 8 students complete short literacy screeners to check for learners who may be at risk of literacy difficulties. All students in Year 7-10 also complete PAT Reading and eWrite assessments to provide us with further information about students who may benefit from further support or extension.



# 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 7-10 students requiring extra literacy support may be included in either our Middle Years Literacy and Numeracy Support (MYLNS) or Group Literacy Support programs. These sessions are based either in English classes or separate group tutorial rooms, according to the current needs of our students.

See overleaf for further details on our literacy programmes.

# Literacy.

# 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 their own books.
   Finding the right book is critical- this is why at TLSC are taught to select books at their reading level, on a topic that interests them.

   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.