

Policy Name:	Literacy Intervention Policy
Date Adopted:	October 2015
Review Date:	October 2017
Referred Documents:	Marie Clay Observation Survey Fountas & Pinnell Levelled Literacy Intervention Fountas & Pinnell Benchmark Assessment System

RATIONALE:

Wedge Park Primary School recognises the importance of all students developing competence and independence in Reading, Writing, Speaking & Listening.

GOALS:

- To assist students who are 6 or more months behind or more in literacy.
- To have the students develop and demonstrate effective literacy strategies.
- To have all students who participate in the Literacy Intervention Program, achieve accelerated growth faster than offered in the classroom.

IMPLEMENTATION:

- Wedge Park PS provides Literacy Intervention across all grade levels.
- All children who are identified as requiring literacy intervention will be tested using the Fountas&Pinnell Benchmark Assessment System. 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, data from Marie Clay observation survey (Prep-2) 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 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 Victorian Curriculum 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 focused 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.
- Students who fail to attend at least 85% of the days for their time on the program will be withdrawn, unless a medical certificate is supplied.
- The Intervention Team will include the Principal or Assistant Principal, Leading Teacher (Teaching & Learning P-6 Intervention), Intervention teachers

POLICY EVALUATION:

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