

PALL LITERACY INTERVENTION PLANNING TEMPLATE
Leading, Planning, Implementing and Monitoring

Literacy Intervention Title:

Intervention purpose and focus:

- Create a school of readers who are positive, supported, continually developing and confident through an action plan that will be retained over an extended period.

Rationale:

- Support and continue to implement high quality literacy programs and an individualised support program that includes intensive reading support using ‘The Big 6.’
- CAFÉ reading introduced as a Literacy model to improve reading and comprehension.
- Continue with intensive Literacy Support and also ILIPS.
- Teach *all* students to read, regardless of socio-economic status, ethnicity, home language, learning difficulty or disability
- We don’t give up on any students
- All teachers have high expectations for all students.

Synopsis of the intervention strategy

Who (which students/cohorts) will participate in the 1 st wave of the intervention? Based on what evidence?	What aspect of literacy will be covered by the intervention?	When will the intervention take place	Who will be responsible for the intervention?	What will be the duration of the intervention? i.e. How long will this intervention focus last or be trialled for?	How do we monitor each aspect of the intervention? Who monitors the intervention? When will this take place?
Years P-6, students who did not meet 2013 appropriate benchmarks	Explicit reading strategies. <ul style="list-style-type: none"> ▪ John Munro HRLTP’S ▪ CAFÉ Menu ▪ Participate in entire literacy block ▪ Teaching activities comprised of Big Six- Not necessarily all of them every day 	During reading & writing 2 hour literacy block, but not just confined to ‘Literacy block.’	<ul style="list-style-type: none"> ▪ Classroom teachers ▪ Educational Support staff ▪ Curriculum Coach ▪ Literacy Leader 	<ul style="list-style-type: none"> ▪ Participate in entire literacy block but... ▪ Receive additional and more strategic small group instruction 3-4 days a week until monitoring indicates they have caught up ▪ Continued reading of 	Monitoring /Assessment : <ol style="list-style-type: none"> I. Running records for those students reading below level 30 II. Use of literacy data board III. Discussion at
Who will be the 2 nd and 3 rd wave participants. Based on what data?					
Kindergarten Students					

	<ul style="list-style-type: none"> ▪ Focused attention on phonological awareness and letter-sound knowledge ▪ Use of decodable and 'trade' texts ▪ Pair and group learning strategies after explicit instruction. 			<p>decodable texts</p> <ul style="list-style-type: none"> ▪ Continued focus on vocabulary development ▪ If insufficient progress made... ▪ Move student/s to Wave/Tier 3 after two terms of Wave/Tier 2 (or after one term if there is a marked lack of progress) ▪ Combine phonological awareness with phonics after Foundation year for those who need it. 	<p>fortnightly PLTs IV. In Curriculum Teams with our "Data' Leader.</p>
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What professional learning do our teachers and other staff require to support the intervention?	What do we need to address in the conditions for learning to support the intervention?	What aspects of the teaching and learning program do we need to focus on within the intervention?
<ul style="list-style-type: none"> ▪ Classroom teacher and Assistant teacher professional development on 'The Big 6' and CAFÉ Reading. ▪ To engage in evidence-based professional learning ▪ To understand that pedagogy may need to be adjusted at different stages of instruction and intervention ▪ To understand that some students will require increased <i>frequency and/or intensity</i> of support 	<p>Wave 1:</p> <ul style="list-style-type: none"> ▪ Through school community engagement create a positive and supportive learning environment that celebrates success in reading and discovers the purpose of reading for learners in this community ▪ Classroom teacher and Assistant teacher professional development on 'The Big 6' and CAFÉ Reading. ▪ Primary classroom school commitment to an uninterrupted 120 minute literacy block, 5 days per week ▪ School assessment plan implemented for reading ▪ Primary classroom school commitment to an uninterrupted 120 minute literacy block, 5 days per week 	<ul style="list-style-type: none"> ▪ Regular diagnostic assessment ▪ Teacher feedback ▪ Analysis of data at PLT meetings ▪ Systematic and explicit instruction of phonological awareness and letter-sound knowledge in F–1 ▪ Synthetic phonics taught across primary years ▪ Relationship with spelling <p>Rigorous, systematic and consistent approach to teaching reading</p> <ul style="list-style-type: none"> • Balanced reading programs focused on Big 6 • Dignified access to decodable texts so students can apply what has been taught • Continued engagement with 'trade' texts

NOTE: Specific action planning flows from the above broad commitments:

What actions do we need to commence to get started?

How will we share progress?

- Timetabling to allow literacy block to occur at the same times across year levels .
- All staff teachers of literacy
- Ongoing staff Professional Learning
- School leadership is committed to literacy improvement
- All school community members have literacy development as a priority
- Not just literacy specialists
- Strong collaboration among teachers
- Use of a common language to talk about literacy teaching and learning.

With what resources?

- Evidence-based knowledge informs decisions
- Use of varying levels of support that may require recalibration of school processes
 - I. Timetables
- Deployment of support staff
- Dedicated meeting times with support staff for planning and feedback
- Seamless handover of information at points of transition

By when?

With and by whom?

Literacy Leader : start of 2014
Curriculum Coach