

# Guidelines for Reading Support

Discussed at the teacher only day (5/2/18) with the literacy team.

| <p><b>Intensive Support</b><br/>(12+ months behind chronological age)</p>   | <p><b>Moderate Support</b><br/>(4-11 months behind chronological age)</p>  | <p><b>Monitoring</b><br/>(3 months behind chronological age)</p>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>- Recorded on concerns register - <b>RED</b></li> <li>- Responsibility of various support people involved with the child, both in school and outside of school support - <i>classroom teacher, child, family, team leader, COL, SENCO, principal, outside agencies.</i></li> <li>- IEP (Parents, child, teacher, outside agency involved) - created together, reviewed together at regular intervals</li> <li>- Ongoing tracking using concerns register (dated; at least twice termly; colour coded)</li> <li>- Regular communication with families (formally and informally)</li> <li>- Teacher aide support - teacher aide training using personalised programme/goals</li> <li>- Work in a small group with teacher or teacher aide - <b>seen every day</b> - working on IEP goals</li> <li>- Reading Eggs - <i>Cheryl to organise</i></li> <li>- Reading recovery trained teachers supporting classroom teacher/teacher aide with strategies - <i>modelling, observation, scaffolding</i></li> <li>- Open, ongoing communication with SENCO</li> <li>- Professional development for teachers who require support with IEPs, personalised planning</li> <li>- Regular meetings &amp; observations of experienced teachers/role models</li> <li>- Team leader/SENCO observing child / teaching for feedback/feedforward</li> <li>- Personalised programme - different to the rest of the class, specialised resources</li> <li>- One to one teaching as much as possible</li> <li>- Withdrawal groups to work on common IEP goals with other students in the syndicate</li> <li>- Team teaching - finding time/timetabling to fill gaps and spend time on repetition of concepts in different ways to engage the learner</li> </ul> | <ul style="list-style-type: none"> <li>- Recorded on concerns register - <b>BLUE</b></li> <li>- Responsibility of in-school support team - <i>classroom teacher, family, child, team leader, COL, other members of syndicate.</i></li> <li>- Personal learning goals - <i>made in conjunction with families, child, appropriate leaders across the school</i></li> <li>- Supported by COL leaders or team leaders - planning, implementation, tracking, assessment (formative and summative)</li> <li>- Regular communication with families (can be formal &amp; informal)</li> <li>- Work one to one or in a small group with teacher or teacher aide - <b>seen every day</b> - working on PLGs</li> <li>- Possible small withdrawal groups working on common PLGs</li> <li>- Professional development (eg. in teams, with TT/team leader, COL, etc) for teachers who require support with PLGs, personalised planning, meeting students' with high learning/behaviour needs - regular meetings &amp; observations of experienced teachers/role models</li> <li>- Teachers &amp; teacher aides trained to use oral language programmes such as "Talk to Learn" to support children's language development if appropriate</li> </ul> | <ul style="list-style-type: none"> <li>- Recorded on concerns register - <b>ORANGE</b></li> <li>- Ultimate responsibility of classroom teacher in conjunction with tutor teacher/team leader</li> <li>- Supported by COL leaders - PD for overall strategies</li> <li>- Informal conversation with parents - sharing of strategies/resources to try at home, such as Reading Eggs, kit with alphabet cards, sight words</li> <li>- Find as much time as possible to strategically fill gaps, such as alphabet and sight words (eg. Discovery Time, before school, Year 6 children) - use tracking systems</li> <li>- Strategies for incidental learning             <ul style="list-style-type: none"> <li>- eg. writing 1 word on each hand to learn for the day - sharing this with parents to continue incidental learning at home</li> </ul> </li> <li>- Tuakana Teina programme used for mileage, support, reinforcement and encouragement (to include sight words practice at their level)</li> </ul> |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>- Tuakana Teina programme used for reinforcement and encouragement</li> <li>- Regular retesting to assess need/progress</li> <li>- Support from SENCO/team leader if assessments are not appropriate or are too difficult - other options for tracking</li> <li>- Play based learning/multisensory - multiple avenues for learning - not only paper based</li> </ul> | <ul style="list-style-type: none"> <li>- Tuakana Teina programme used for mileage, support, reinforcement and encouragement (to include sight words practice at their level)</li> <li>- Work in teams re. accelerating learning - eg. all moderate children from Rooms 1 - 4 see Cheryl for reading recovery strategies</li> <li>- Resources given to parents - kit with alphabet cards, sight words</li> </ul> |  |
|---|---|--|

**Key people for supporting teachers / students / families in reading:**

|                                   |   |
|-----------------------------------|---|
| ESOL trained teachers             | Marion Clark, Sarah Mitchell, Beth Knight, Cheryl Kearns      |
| Reading Recovery trained teachers | Cheryl Kearns, Marion Clarke, Grace Smith, Catherine Vetelino |
| COL Leaders                       | Cheryl Kearns, Sarah-Lee Oto, Phill Simpson                   |