

Parent Information Sheet ~ LAP

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| Rationale | <p>It is the right of every child to receive instruction commensurate with their ability. It is the right of every child to receive extra instruction to redress matters of inequality, lack of opportunity and lack of previous access. This includes children who may have qualified for Reading Recovery but did not receive the programme due to a lack of available resources / places on the programme.</p> |
| Purpose | <p>To develop and implement a specific 1-1 learning programme for children as having identified moderate special needs in literacy that is impacting on progress in other areas; eg academic, self esteem, social or behavioural needs.</p> |
| Goal | <p>In targeting literacy achievement for identified students, our aim is that students will progress their literacy ability enabling them to take a full part in the class literacy, maths and topics programmes. This would enhance students ability to work well with others and contribute effectively to paired, group and whole class activities; thereby developing greater confidence, self esteem, improved work habits, social interactions, attitude towards education and behaviour.</p> |
| Guidelines | <ul style="list-style-type: none"> ➤ Programme Summary; A one to one, literacy assistance programme focused on instructional reading and writing. Trained, supervised teacher aides work 1-1 with students (children identified as needing assistance with reading/writing) 30 minutes daily for sixty sessions. ➤ Student's caregiver will be fully informed and consulted by staff prior to any child being placed on the Literacy Assistance Programme. ➤ Allowance will be made to withdraw individuals from the classrooms where this is considered to be of benefit to their instructional needs and supports the classroom programme, allowing students to use knowledge and skills gained in their class work. ➤ The Principal will report annually to the Board on the delivery of the Literacy Assistance Programme. |
| Criteria | <ul style="list-style-type: none"> ➤ Students aged 7 – 13 years that are reading at one - three years below their chronological reading age ➤ Students who, as six year olds, were identified as needing Reading Recovery, but did not receive it as there were not places available, who fit the LAP criteria, will be given priority on the Literacy Assistance Programme at the first opportunity. ➤ Students are eligible for a maximum of two rounds, a round or more apart. (i.e. not back to back rounds) |

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| Responsibilities | <p>Reading Tutors ~ Responsible for;</p> <ul style="list-style-type: none"> ➤ Tutoring students daily ➤ Entry and exit writing sample taken in initial and last week of round ➤ Communication with parents, class teacher, LAP tutor & coordinator ➤ Attendance at training sessions and professional reading in support of programme ➤ Completion of paperwork (ie time sheets etc) |
| | <p>Class teacher ~ Responsible for;</p> <ul style="list-style-type: none"> ➤ Application (entry data) Running record ➤ Running records during programme ➤ Organising suitable reading resources ➤ Exit data – running record |
| | <p>Parents & Students ~ Responsible for;</p> <ul style="list-style-type: none"> ➤ Parents and children involved must make a commitment to adhere to their contribution to the programme. <ul style="list-style-type: none"> ▪ Parents attend a training evening focused on enhancing home reading skills for working with their child ▪ Daily home reading is carried out ▪ There is consistent attendance at school ▪ Students display a positive attitude and adhere to the school 3R's |
| Timing | <ul style="list-style-type: none"> ➤ 30 minutes daily of 60 consecutive sessions (as consecutive as school programme and attendance allows) ➤ Half hour LAP time slot to be set in consultation with student's teacher. ➤ Students not to be withdrawn for LAP during Maths hour, negotiable withdrawal during literacy time, or afternoons as suits child's needs re concentration ➤ LAP time will be rotated so the student does not miss the same class lesson daily ➤ Rounds commence week 4 of first and third terms and concludes week 9 of second and fourth terms. This time span allowing days 'off' for sickness and school events. (Approx 75 school days in each round) |

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| <p>Programme Detail</p> | <p>Lesson sequence</p> <ul style="list-style-type: none"> ➤ 4 minutes independent level book –focus on reading success and enjoyment <ul style="list-style-type: none"> • book two or more levels below instructional level that student can read with minimal assistance or • instructional level book that has been read with tutor, taken home and reread ➤ 12 minutes instructional level text – <ul style="list-style-type: none"> • focus on developing / improving reading strategies • summarising (retelling and key points) • comprehension ability (understanding meaning) ➤ 4 minutes focus on phonics (blends, diagraphs etc) ➤ 10 minutes directed written work, which may be a ‘one off’ days writing or could be a continued piece. Include proof reading time for student and teaching points. i.e. using dictionary to correct word ➤ Writing topics varied to suit age, capability and interests of writer. For example; <ul style="list-style-type: none"> • ‘follow up’ to the text read – focus on a particular genre; i.e. procedure, explanation, character, diary, letter etc • or based on personal experience recounts ‘daily news’ ➤ Texts selected, particularly for older children, are in support of the class programme; <ul style="list-style-type: none"> • to enhance students base knowledge and allow them to take a full part in topic discussions, individual, paired and group tasks • to enhance students literacy ability improving their ability to take a full part in the class reading and writing programme through individual scaffolding and modelling of skills during LAP specific to the current genre studied in class |
| | <p>Assessment/marking</p> <ul style="list-style-type: none"> ➤ Ongoing teacher assessment must be undertaken to ensure students are correctly levelled and to provide further teaching points for the Tutor. ➤ Class teachers will undertake running records (seen or unseen text) using a resource that suits (PM benchmarks, Prose or Probe running records) to ensure progress. Comments on running records give tutor feed forward / guidance for further teaching steps. ➤ Class teachers will update box of readers as needed after assessments. ➤ Tutors will provide children with oral feedback / forward as children work with them, and written feedback, as appropriate, on written work that focuses on strengths and areas to improve. |

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| Motivation | <p>The success of the programme relies on active participation by student and parents, including consistent attendance at school, communication with the tutor and class teacher, frequent home reading and most importantly a positive ‘can do’ attitude. ☺</p> <p>Tutors and teachers will ensure the programme is a positive and successful experience for your child by setting tasks at the correct instructional level, giving appropriate support and making sure suitable resources are always available.</p> <p>The reading log book is designed to be a positive, fun communication tool between home and school; Tutor, student and parents. Please take the time to read the content, try out the reading tips and fill in the log as your child reads daily.</p> <p>Endeavour to comment positively on your child’s reading and make the experience of home reading fun and enjoyable. Please use the log book to communicate with your child’s tutor and /or teacher whenever you need to.</p> |
| Reporting | <p>At the conclusion of the LAP round parents and students will be provided with a copy of the exit assessments (running record and writing sample) which will include feedback from the teacher on the reading techniques used, comprehension and reading age.</p> |

Some wise ‘reading’ quotes to think on.

Children are made readers on the laps of their parents.
~ Emilie Buchwald ~

What is the use of a book', thought Alice,
'without pictures or conversations?'
~ Lewis Carroll ~

Resolve to edge in a little reading every day,
if it is but a single sentence.
If you gain fifteen minutes a day,
it will make itself felt at the end of the year.
~ Horace Mann ~

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.
~ Dr. Seuss ~

Readng is to the mind what exercise is to the body.
~ Joseph Addison ~