

LEARNING SUPPORT

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MAIN OBJECTIVES OF OUR PROGRAM

- The purpose of our Learning Support program is to equip students with the necessary skills to achieve and function in the classroom
- Provide opportunities for students to succeed. Academic success leads to confidence and self belief
- Provide tailored individual programs so students can access the curriculum at their ability
- Create a positive communication network between the teacher, tutor, parent and student.
- Measure the academic growth of each Learning Support student

HOW DO WE PLACE PARTICIPANTS?

- Access external assessments provided by parents eg psychometric assessments, speech pathologist assessments, OT reports etc.
- Initial and on-going assessments implemented by class teachers – TORCH, benchmarking, Cars and Stars.
- Students continuing in the program from the previous year.

WHAT DO WE DO?

- One-to-one instruction
 - MULTILIT
- In-class numeracy support
 - Yrs 2-4
- Small group instruction (usually delivered simultaneously as their same grade – Differentiated Learning)
 - Cars and Stars
 - Spalding

MULTILIT

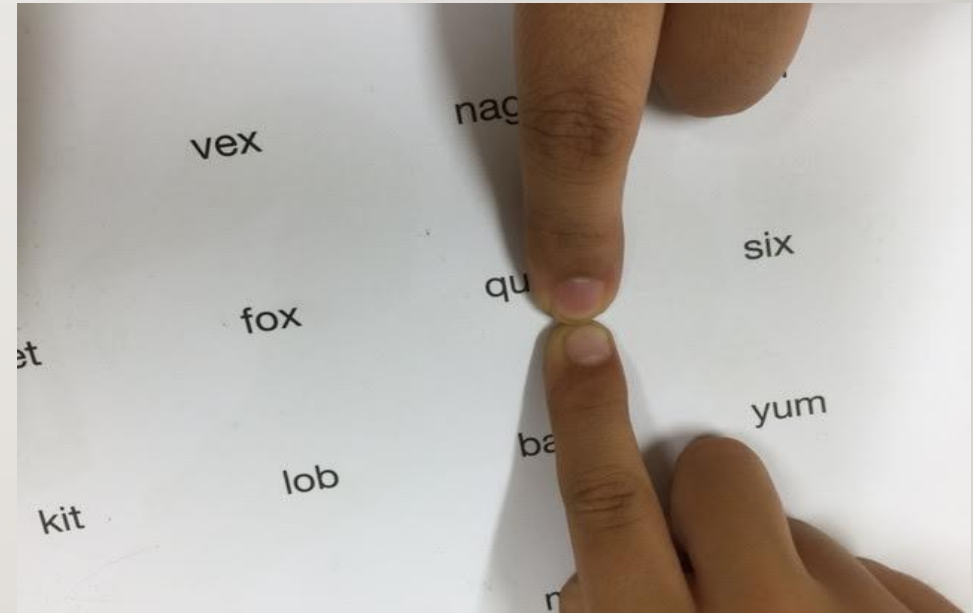
- Making Up for Lost Time in LITeracy
- Program created at Macquarie University by Prof Wheldall
- Research and evidenced based.
- Most students acquire reading in their early years of schooling in a group setting.
- From Kindy to Yr 2, students are generally learning to read and from Yr 3 and on, students should be reading to learn.
- Low progress readers can find themselves lost in a class and require systematic, explicit instruction – these are our candidates for MultiLit.

HOW DOES MULTILIT WORK?

- ML focuses on three areas:
 - Phonics or word attack skills
 - Students learn the process of blending single sounds read words
 - Sight words recognition
 - Students learn words that cannot be sounded eg said, should, could
 - Supported book reading in a one-to-one context
 - Students read levelled texts so that their ML skills are utilised and reinforced

IN GREATER DETAIL

- Word attack session includes:
 - Accuracy – The Accuracy Probe is designed to teach the student the sounds and strategies required to decode words.
 - Decoding is first modelled, practised together and then the student repeats the process independently



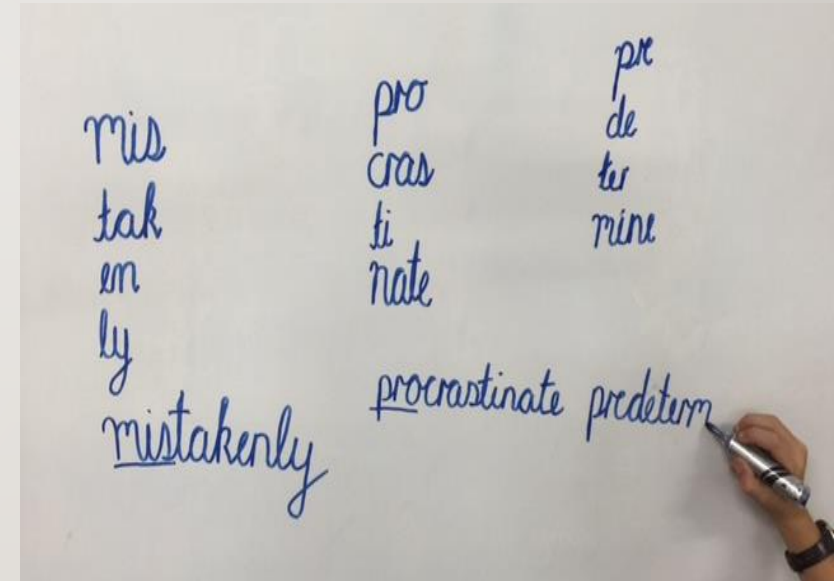
IN GREATER DETAIL

- Fluency
 - The Fluency Probe is designed as a maintenance check and to develop the automatic recall skills required for fluent reading. Without fluency – comprehension is difficult?
 - Fluency probes commence only when the accuracy probe is mastered.

Accuracy Probe (Test before you teach)						Fluency/Revision Probe (25-30s ec)					
Date	21/10	24/10				Date	27/10				
ground/less						groundless					
di/rect/ness						directness					
un/fair/ness						unfairness					
rest/less						restless					
dry/ness						dryness					
sleeve/less						sleeveless					
life/less						lifeless					
pain/ful/ness						painfulness					
match/less						matchless					
fresh/ness						freshness					
care/less						careless					
like/ness						likeness					
thought/less						thoughtless					
wit/ness		X				witness					
end/less						endless					
faith/ful/ness						faithfulness					
tired/ness						tiredness					
speech/less						speechless					
ill/ness						illness					
sleep/less						sleepless					
Initials	W. AC					Initials	W				
						Time	23				

MULTILIT EXTENSION

- Very similar principles to the basic program
- Major difference is that the teaching focuses on multi syllable words.
- Students learn how to decode multi syllable words, spell the word and use words in a sentence (vocabulary)
- They also learn about prefixes and suffixes.
- The word list is also at a much higher level – suitable for Yr 4 students through to Secondary.



MUTLILIT SESSIONS

- In order for the program to be completely effective, the minimum amount of sessions is three times per week (15-20 minutes per session).
- Students do not miss out on the same lesson each week, the timetable is flexible.
- If you have a child in our program, it is important to listen to him read **AS OFTEN AS POSSIBLE!**
- A typical reading session

MEASURING ACADEMIC GROWTH

- We measure the progress of our LS students using a number of normative assessments
 - This means we are able to access age equivalent data through assessment and which informs us if our students are below, at or above average.
- These assessments also allow us to track their reading progress across a number of areas:
 - Word attack skills
 - Phonemic awareness
 - Reading rate or fluency
 - Reading comprehension

WE NEED YOU!!!!!!! PLEASE!!!!!!!

- Without the current parental support, we would not-be able to support as many students.
- We would like to service the needs of more!
- In order to do this, we would love to have more volunteers to assist in teaching our MULITILIT program.
- Training will be provided. It's not rocket science!
- Else, another way you can volunteer is by signing up to the Reading Program, which supports the MultiLit Program. Listen to a few boys read at a time that suits you (sched with mass, drop off, pick up)
- I make a very good coffee
- WWCC
- Call you or leave contact details with Anna