**LITERACY INTERVENTION**

Students who require literacy intervention to improve their skills are assisted both in the classroom and by specialist literacy teachers who target each level of the school.

The Reading Recovery Program is an individual daily program that assists Year 1 students needing extra support to gain fundamental reading and writing skills.

**Personnel Involved**
- Each classroom teacher is a literacy teacher
- Prep - 2 Literacy Coordinator
- Year 3 - 6 Literacy Coordinator
- Reading Recovery Specialist Teacher
- Literacy Support Specialist teachers

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**PARENT INVOLVEMENT**

Literacy is an area of the curriculum where parents are encouraged to play an active role and assist in the classroom.

Parent information workshops are provided for those wishing to know more about literacy learning and those wishing to help in the classroom.

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**LITERACY**

**at ST THOMAS THE APOSTLE**

Literacy at St. Thomas the Apostle is a major area of the curriculum which underpins all other curriculum areas.

It is inclusive of reading and viewing, writing, listening and speaking.

Literacy is given high priority in terms of personnel, funding, resources and time allocation. Daily Literacy times in the classroom are dynamic, child-centered, focused teaching sessions.
WRITING

Whole Class Teaching
The teacher focuses on several aspects of writing to the whole class, modeling what a good writer needs to do.

Small Group Teaching
While the class is engaged in writing tasks, the teacher will group students for a focused lesson related to their needs, assisting them to extend their writing skills. Some time is then taken to focus on other students' writing on a roving conference basis.

Whole Class Sharing
As with reading students share their learnings.

(Literacy Lessons)

(In Years 3-6, much of the content and selected genre style relates to the integrated inquiry topic that the class is investigating)

READING

Whole Class Teaching
The whole class is focusing on one or two literacy skills or components. The teacher models appropriate literacy skills, behaviours and knowledge.

Small Group Teaching
The students are grouped according to needs or abilities and given tasks to practise or improve particular skills or knowledge. The teacher has a small group which is engaged in furthering their literacy skills.

Whole Class Sharing
The students come together to articulate their learnings using the work they have completed that session.

ASSESSMENT

All students are formally tested at the beginning and end of each year.

Regular Assessment, formal and informal, is carried out during each term to ascertain the students' progress.

The results of these assessments are utilised by teachers to guide their teaching, place students in appropriate ability/needs groups, decide if intervention or extension is needed and monitor the students' progress.

In Years 3-6 much of the content and selected genre style relates to the integrated inquiry topic that the class is investigating.

LITERACY LESSONS