Overview

Supplementary Reading Support lessons are designed to give ‘at risk’ readers the opportunity for a weekly, small group or individual reading support session which is sequentially planned and feeds back into strong classroom Literacy teaching.

These sessions will occur once a week and form the basis for individual ‘at risk students’ learning goals which are implemented in class and practised at home. Classroom teachers are responsible for facilitating the targeted work initiated by the supplementary reading session leader.

Role and responsibilities of Supplementary Reading Support Sessions:

Supplementary Reading Support will consist of the facilitation of weekly 40 minute sessions (excluding transition time), to assist with the coordination of classroom and supplemental teaching of reading to provide coherence within the Literacy Program.

Lessons will be scheduled between 9.10 – 12.30.

Facilitator will introduce weekly texts, provide some intensive focus on reading strategies and provide feedback to classroom teachers to ensure ongoing practise.

Facilitator will group and regroup students according to progress and keep groups small (3 students max). Students will be collected by the facilitator and taken to the Reading Support room (small office opposite photocopy room) for supplementary reading sessions.

Weekly reading goals will be established by reading support facilitator according to student need. Student’s reading goal will be included in the ‘take away’ satchel of resources given to the student for ongoing practise.

Reading support will be made available to students 12months or more behind expected level of achievement.

Reading support facilitator will conduct Fountass and Pinnell benchmarking at the beginning middle and end of year. Facilitator will base instruction on sound assessment which responds precisely to what children need to learn next and build on strengths.

Facilitator will undertake Professional Development prior to commencement of weekly supplementary reading sessions.

Facilitator will ensure ILIP reading goals form part of the supplementary sessions.
Facilitator will create and use a strong predictable lesson framework.

Facilitator will provide explicit clear demonstrations of what is required of students to learn and do.

Facilitator will match texts to readers and sequence them so that a ladder of progress is created.

**Leadership Role:**

To assist with planning Supplementary Reading sessions

To arrange funding for the materials, Professional Development, resource.

To liaise with staff to ensure consistency and understanding of the supplementary reading support lessons and the role and responsibility of the facilitator.

To promote the notion that supplementary reading sessions run in conjunction with strong classroom teaching.

**Classroom teacher role:**

Minimum of 2 additional reading conferences per week with at risk students.

Students include Reading support resources in Literacy Block and at home.

Ensure students’ reading goals are followed up and practised.

Develop and ILIP that reflects student’s specific needs in reading.

**Parent’s Role:**

To attend a meeting with facilitator to establish routines, procedures and expectations.

To ensure students practise set reading tasks every night in a supportive, relaxed environment.

To maintain communication with facilitator and classroom teacher via communication book in student satchel.