



# Literacy Intervention

## LITERACY

### PRELIT

PreLit can be taught to a whole class, small groups or individually for all children in the year prior to entering formal schooling. It may also be suitable for children who come to school without the necessary prerequisite literacy skills in place.

PreLit can be delivered by preschool teachers and child care centre staff as well as teachers and parents who want to make sure their child is ready for school.

### *Key benefits*

- Evidence-based, best practice program for preschool children in their year before formal schooling
- Appropriate for Kindergarten students who have started school without the necessary emergent literacy skills
- Appropriate for all children regardless of skill level
- Highly cost effective small group or whole class instruction program with low ongoing operating costs
- Comprehensive training, equipping teachers with the skills they need to prepare children for reading at school
- Easy to adopt in an early childhood or school setting

### *Key features*

The program is systematic, skills-based and taught in a hierarchical sequence and designed to complement a play-based learning environment. There are two main components:

Phonological awareness

Oral language development through Structured Book Reading



## MINILIT

MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of forty lessons each:

- Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words
- Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words

The program takes around 20 to 30 minutes per week, and includes regular curriculum-based measures to monitor the progress of the students. Entry point into the program is flexible and, based on students' assessment scores, can be anywhere within the 80 lessons. Each lesson comprises three main components:

- Sounds and Words Activities
- Text Reading
- Story Book Reading

MiniLit is designed to be delivered to small groups of up to five students, but can also be used on a one-to-one basis. Well trained educators with teacher support can deliver the program. Its key benefits include:

- Evidence-based, best practice program designed for Year 1 students
- May be appropriate for "at risk" Reception students, and some struggling Year 2 students
- Aimed at early struggling readers who are in the bottom 25% of students
- Comprehensive training, equipping educators with the skills they need to help struggling readers
- Detailed and proven scripted lessons are provided within the MiniLit program



## MULTI-LIT

Research shows that the most effective programs of reading instruction for low-progress readers involve intensive, systematic and explicit instruction in three main areas:

- 1. 'Phonics' (or word attack skills);
- 2. Sight words recognition; and
- 3. Supported book reading.

Teachers, tutors and parents opting for remedial programs that incorporate these three elements are far more likely to be satisfied with the progress their students will make. The Reading Tutor Program incorporates all three key features: Word Attack Skills, Sight Words and Reinforced Reading.

### *Word Attack Skills*

When teaching students with learning difficulties to become independent readers, teaching phonic word attack skills is an essential component of any literacy intervention program. These skills help students to decode text by associating sounds with letters or groups of letters.

The three components of Word Attack Skills are accuracy, fluency and spelling.

A placement test is used to determine the appropriate starting point in the program. A specific sequence is adhered to and is presented in hierarchical order of difficulty, where essential pre-skills knowledge is taken into consideration.

It should be noted that the teaching intervention used in Word Attack Skills is explicit and systematic and takes a 'synthetic' approach in line with contemporary best practice.

### *Sight Words*

The basic premise behind teaching a bank of high frequency sight words is to enable low-progress readers, who have previously had very little exposure to text, or indeed success in reading, to access text quickly. Knowledge of the most frequently occurring words in text allows poor readers to access a great deal of the text they encounter without having to resort to decoding skills that they might not have yet mastered.

Sight Words includes 200 words presented in 20 groups of 10 cards at each level. Sight Words is organized into three teaching sections: Current List, Revision, and Cumulative Review. These sections incorporate learning the new words, achieving automaticity, and ensuring the words are in the student's longer-term memory.

A placement test is used to determine the appropriate starting point in the program.



Sight Words is an important component of the Reading Tutor Program but it is important to note that the implementation of Sight Words should not replace instruction in phonological recoding skills, the remedy for the key deficit in reading. Rather it should function as a complementary component, along with Word Attack Skills and Reinforced Reading.

### *Reinforced Reading*

One of the single most important things we can do to help low-progress readers is to hear them read every day, for as little as 15-20 minutes, using a set of tutoring strategies known as Reinforced Reading. We call it Reinforced Reading for three reasons:

1. The reader and the reading is supported or reinforced by a trained tutor;
2. The low-progress reader is positively reinforced for good reading by means of highly specific and contingent tutor praise; and
3. The learning of sight words and word attack skills is reinforced by the supported reading of real words in real text in context.

Reinforced Reading is predicated on the set of tutoring strategies for use with low-progress readers known as Pause, Prompt and Praise (PPP), a technique used and researched extensively since the early 1980s, and has been revised in light of current research and the findings of the National Inquiry into the Teaching of Literacy.

The research has repeatedly shown that most low-progress readers can make major gains when this essentially very simple procedure is employed properly on a regular basis.

Detailed information regarding which students will be targeted, when and where the intervention will occur and with whom, will be given to staff Term 1. Please see the Special Needs Coordinator if you have any questions.



## MacqLit

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers.

It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- ideal for students who fall in the bottom 25% of a standardised reading test or curriculum-based measure, and who have particular difficulties in the area of word recognition.
- Specifically aimed at struggling readers in Year 3 through to high school.
- Small group program only for use in schools.
- Delivered by teachers and educators that are well trained in the program.

## Literacy Intervention Class

At Flinders View Primary School, we are committed to supporting all students in their literacy journey. Our Literacy Intervention Class is specifically designed for students who face challenges with reading and writing across the year 3 to 6 classes. This specialised program focuses on building foundational skills, including:

- phonological awareness,
- phonics,
- high-frequency words,
- simple sentence writing,
- punctuation, and
- participation in streamed reading groups.

The class is conducted three times a week during the literacy block, providing targeted support by temporarily withdrawing students from their regular classroom environment. This approach allows for focused instruction tailored to each student's needs, helping them gain the confidence and skills necessary to read and write independently. Once students achieve the required proficiency, they transition back to their regular classes, equipped with the tools for continued success in literacy.