

Literacy Lift-Off

Newport Convent Primary School

2024-2025

Contents

School Review of English Literacy Levels.....

Literacy Lift-Off (An Outline)

What is LLO?

Why?

When?

How?.....

Familiar Reading:

Word Work (Phonics)

Writing:

New Book:

Resources

Personnel Involved

Parental Involvement

Schedule of intervention for academic year 2024-2025

Methodologies and Strategies to Develop Reading and Writing

The following reading strategies will be taught:

There are 4 main practices the teacher must use to teach the reading strategies

Support for teachers new to Literacy Lift Off

.....

School Review of English Literacy Levels

For several years in Newport Convent Primary School, team teaching and station teaching have been used in the classrooms, with great success. As a staff, we discussed how we could change/improve our approaches to the teaching of Literacy to further improve literacy levels in the school.

Literacy Lift Off was recommended as an excellent programme with visibly improved literacy skills in a relatively short time frame.

It was agreed from the outset that the junior end of the school was where we needed to focus our greatest attention. In September 2015, the Literacy Lift Off programme was introduced in First Class and later, in Junior and Senior Infants. We have been using it with great success in the school since then.

Planning

Literacy Lift-Off (An Outline)

What is LL-O?

LL-O is an intensive programme of reading and writing which takes place for a set number of weeks.

Why?

Children learn to read and write by reading and writing. This programme gives children lots of opportunities to read books at their own level of competency and gradually lift the complexity of what they can do in both reading and writing. The LLO assessment kit resources are designed to guide reading instruction by matching students to their instructional reading level - so each child begins reading at a level at which they are comfortable and gradually moves on to more challenging levels.

When?

Literacy Lift off will start for both First classes on September 9th 2024. It will continue with First class until Thursday 17th October. Follow up testing will begin on the week of 21st of October 2024. We aim to finish this testing after Mid-term break and begin running records for Senior Infant classes with LLO set to start on ***21st November 2022. This will continue during term 2 until 26th January and follow-up testing will then take place.

LLO with Junior Infants will be for 6 weeks in Term 3.

How?

- Pre-test: (1) a running record of each child's reading ability to find an instructional reading level (90 to 95% accuracy: to establish an entry level to graded reading programme PM+)
- Children organised into groups according to their reading level attained.
- 4 teachers are involved with each class (class teacher and three SEN teachers)
- Each teacher takes one group and does each of the four elements with their group for 45 minutes (familiar reading, new reading, phonics/word work and writing).

Familiar Reading:

Purpose: For enjoyment, fluency, comprehension and speed.

Every child has an opportunity to read each day. Do not interrupt the reading. As they are reading note what is going well and one or two things you want to draw the group's attention to e.g.

- A good self-correction.
- Or something that didn't sound right, look right or make sense .
- Or a visual analysis.

Post-reading some degree of questioning is very important to gauge the level of understanding. A balanced reader cannot only read, but also comprehends the text. Our work in LLO is guided by skills and development depending on the level of the reader the child is working on. Activities related to that reader can become increasingly complex as the levels increase. Comprehension is at the heart of reading. Understanding is determined through literal, inferential and response questioning both in school and at home. The style of questioning used is very much dependant on the level of the reader the child is on.

Word Work and Phonics

Purpose: To show children how words work so that they can make a fast visual analysis of their reading.

- Use magnetic letters to show children how words are composed of letters and sometimes bits that look the same and sound the same.
- Use whiteboards to develop writing letters and words (letter sounds, rhyming families, dictation of words and sentences, free writing)
- Elkonin boxes (initially cvc words, blends and initial consonant digraph)
- Chunking words (segmentation: clapping out sounds etc., rhyming words)
- Dolch/sight word practise.

Base this on words that they know, words that are in the book being read and high frequency words (Dolch list)

Writing:

Purpose: The children will learn how they can write sentences by:

- Hearing and recording sounds in words,
- Using analogy
- Learning unusual words (have a go).
- Creative writing from visual cues and pictures

Children have copies with a practice and a writing section for each day. Children write with pencils. They are encouraged to 'have a go' at spelling new words on practice page and then check with teacher. On the practice page they can try out words and every day they must learn one or two new words or practice one or two words that they nearly know. They compose a sentence together and have a go at writing it. The teacher models the activity when necessary. Where necessary if children find this process too difficult the teacher can model the writing for them.

New Book:

Purpose: To allow daily practice in attempting to read new material. The child learns to use strategic activities to read new texts.

The teacher prepares the children for success by initiating discussion about the pictures and introducing them to any new vocabulary or unusual phrases in the book. The children are provided with opportunities to predict the plot and to connect and refer to personal experiences. We link the work with the comprehension strategies from 'Building Bridges' programme being covered in class and covered already by the children. As the children are reading the new text the teacher directs them to the most effective strategy to use at any given time. That might be:

- A prompt to meaning e.g. Where are the children going?
- A prompt from picture cues (look at the picture and question)
- A prompt to visual information e.g. Cover the 'ing' or 'can you see a bit you know?'.
- A prompt to structure e.g. Predict how the phrase might end.
- A prompt to read with expression (teacher models reading)

The child needs to be encouraged to monitor her own reading and writing. She should know that when it doesn't sound right, look right or make sense she needs to re-read and correct it.

This book becomes the '**familiar reading**' book for the following day. The children then take this book home to read with their parents. If the child is to read for meaning she needs to read in a phrased and fluent manner and this is encouraged at all times.

Resources

The BOM made funds available to purchase a graded reading scheme. It was decided to purchase Flying Start to Literacy Readers Level 1-23 (6 copies of each book, 10 books per level) at a cost of €8,000. We purchased levels 24 and 25 in September 2023. Big Cat Parallel readers for level 1 and 2 were also purchased. Handwriting copies and white boards were also purchased and are replenished as necessary. Other resources required (letter sound cards, Elkonin boxes with

picture cards, segmentation cards, magnetic boards and letters) were made by the SEN team. All resources and records are to be maintained and kept in the resource rooms.

Personnel Involved

Normally Four/Five people are required to operate the intervention programme. To facilitate the smooth running of the programme, personnel are assigned to a station for the duration of the programme with the option for class teachers to switch to the 'new reading' station at the half way point in order to keep up to date with children's reading progress.

When schools re-opened after the Covid pandemic we adapted our practice. Each participating teacher is assigned to one group and there is no rotation of groups or teachers. That teacher runs the whole LLO programme with her group. We have continued to run it in this way.

Learning support teachers will carry out all pre- and post-intervention running records and testing. They will assign children to their groups. The class teacher will organise the folders and books for each child on a daily basis. A learning support teacher will design daily record templates for each station and each teacher completes and maintains these records on file during the intervention period. The Class teacher and learning support teachers will keep a record of each child's progress through the graded reading scheme as an aid to selecting other suitable reading material. Children will maintain a record of book reading. (reading log kept in homework folder).

The work carried out during the LLO programme is also geared towards assisting those who have classroom support plans within each group. Class Teachers will discuss with SET as to who these pupils are. Their targets, especially in the area of Literacy, are worked towards and reference is made to these targets in the planning. It is hoped this intervention will help these children to reach some of the targets in their support plans.

Parental Involvement

Parents are encouraged to read the familiar book for that day with their child each evening. They are also asked to get the children to re-tell the story/or parts of the story and question the children on the story post-reading. Guidelines on how best to read with your child are presented in a letter to parents prior to the implementation of programme. These guidelines were sourced from the following references:

Branston, P., and Provis, M., [1999] 'Children and Parents Enjoying Reading: Parents and the Literacy Hour, a Teacher's Guide', David Fulton Publishers, London.

Schedule of intervention for academic year 2024-2025

June '24 Pre-Testing of Senior Infants for First Class LLO (Running records)

September/October 2024 First Class LLO

October 21st Post - Testing First Class and Review

November 2022 - January 2025 Pre-Testing Senior Infants
Senior Infants LLO (8 weeks intervention).

Early February 2025 Post-Testing Senior Infants

February / April 2025 Blocks of Literacy/Guided Reading/Group work
2nd & 4th class. Some slots for short, targeted literacy intervention with weak children

April 2025 / June 2025 Team Teaching/LLO Junior Infants

Year end review. Teachers meet to discuss progress of intervention programmes and collate MIST and Micra-T assessments. Prioritise children for staged support. Planning and Testing is done in June, in preparation for LLO at the start of the coming year.

*Teachers to note children's progress through the interventions. Any child deemed to be struggling following intervention is to be prioritised for staged intervention.

First Class (Sample timetable)

	Monday	Tuesday	Wednesday	Thursday
Ms O' Connell Room 11	10.00- 10.45	10.00-10.45	10.00-10.45	10.00-10.45
Mr. O' Brien Room10	11.50-12.35	11.50-12.35	11.50-12.35	11.50-12.35

Senior Infants

	Monday	Tuesday	Wednesday	Thursday
Ms. Bourke	10.00- 10.45	10.00- 10.45	10.00- 10.45	10.00- 10.45

Room 6				
Ms. Geary Room 7	11.50-12.35	11.50-12.35	11.50-12.35	11.50-12.35

Methodologies and Strategies to Develop Reading and Writing

Teachers have to plan learning experiences and structures to support students to become successful readers. The teaching of comprehension and word identification strategies is essential. Explicit demonstration, on-going scaffolding and opportunities to practise and apply reading strategies will support all readers to identify unknown words, prepare for, monitor and adjust their reading. The SEN team researched current best practice from a variety of sources to present to their colleagues.

References

Clay, M., [2007] 'Literacy Lessons Designed for Individuals Part Two: Teaching Procedures 2007: Pt. 2', Pearson Education Limited

Annadale, K. et al, [2004] 'First Steps: Reading Resource Book, Addressing Current Literacy Challenges' Department of Education and Training in western Australia.

The following reading strategies will be taught:

□ **Predicting** - show children how to predict based on clues in the text such as pictures, illustrations as well as using their own prior knowledge about text form or content.

□ **Connecting** - activate students prior knowledge before reading through thinking about ;

Text to self-connections - personal experiences and the text.

Text to text-connections - other texts with similar themes, content or

Text to world connections - knowledge outside personal experience, family or community.

□ **Comparing** - the children must be shown the specific similarities and differences between the connections they are making through questioning themselves e.g. how is this the same as the other one I read? etc.

□ **Inferring** - readers must learn to make predictions, draw conclusions and make judgements to create their interpretation of a text. These must be modelled by the teacher and questioning used.

□ **Synthesising** - bring together information from a variety of sources to help comprehend the text. During this the students will be encouraged to connect, compare, determine importance, pose questions and create images to comprehend the text.

□ **Creating images** - readers encouraged to use their senses to create images as they read. They may be visual, auditory, kinaesthetic or emotional. It is very important that readers have an opportunity either orally or written to share these images.

□ **Self - questioning** - children must be encouraged to question before, during and after reading to help them comprehend the text. Readers need to be made aware of questions they naturally ask in relation to content, style, structure, events and actions and how these make the child engage more with the text as they go in search of answers.

□ **Skimming** - students must be encouraged to glance through material to gain an overview of the content. Children can be encouraged to check graphics and read all underlined, italicised or highlighted text as well as titles and subheadings to help them use skimming.

□ **Scanning** - this involves glancing through material to locate specific details such as names, dates, places or some particular content. Beginning

readers should be encouraged to scan for picture clues that help them identify any unknown words.

□ **Determining importance** - efficient readers must ask themselves what is most important in a phrase, sentence, paragraph, chapter or whole text. To do this students must begin by learning to identify important concepts or ideas from short pieces of text usually beginning with informational texts then leading on to literary texts.

□ **Summarising and paraphrasing** - this is part of the process of identifying, recording and writing the key points/information from text in the readers own words. It should start with summarising to make the large piece of text smaller and then move to paraphrasing which is to rewrite the main focus of the text in readers own words.

□ **Re-reading** - reading/hearing a text more than once to allow reader gain a deeper understanding. It helps the reader work out meaning of difficult words and also improves fluency.

□ **Reading on** - skipping an unfamiliar word and reading on to the end of a sentence or two often provides a reader with sufficient clues to help them determine the unknown word.

□ **Adjusting reading rate** - students need to learn that the nature of the text often dictates this - slower reading would be used to understand new information, clarify meaning, create images or ask questions. Faster reading is appropriate when readers are scanning or skimming.

□ **Sounding out** - readers use the letter-sound relationship to decode unknown words.

□ **Chunking** - students learn to break words into larger parts - onset and rime, letter combinations, syllables to figure out the words faster.

□ **Using analogy** - readers learn to transfer what they know about familiar words to help them identify unfamiliar words.

There are 4 main practices the teacher must use to teach the reading strategies

Modelling - the teacher demonstrates and explains the reading strategy being introduced. This is achieved by thinking aloud the processes involved when using the strategy. The students actively participate in the demonstration.

Sharing - the teacher continues to demonstrate the use of a strategy with a range of texts inviting the students to contribute ideas and information. Students contribute ideas and begin to practise the use of the strategy in whole class situations.

Guiding- The teacher provides scaffolds for the student to use the strategy and gives feedback. Students work with help from the teacher and peers to practise the use of the strategy using a variety of texts.

Applying- The teacher offers support and encouragement as necessary. Students work independently to apply the strategy in contexts across the curriculum.

Support for teachers new to LLO

We work with colleagues working on LLO intervention for the first time and offer training and support. This policy document is available to the entire team (on our website and on Google drive). We have preparatory meetings, split the classes into groups, demonstrate planning and templates we use and organise resources needed. We maintain 3 folders of supporting materials and information in the staff room. We are available to give on-going support whenever needed.

(Special ed team).