



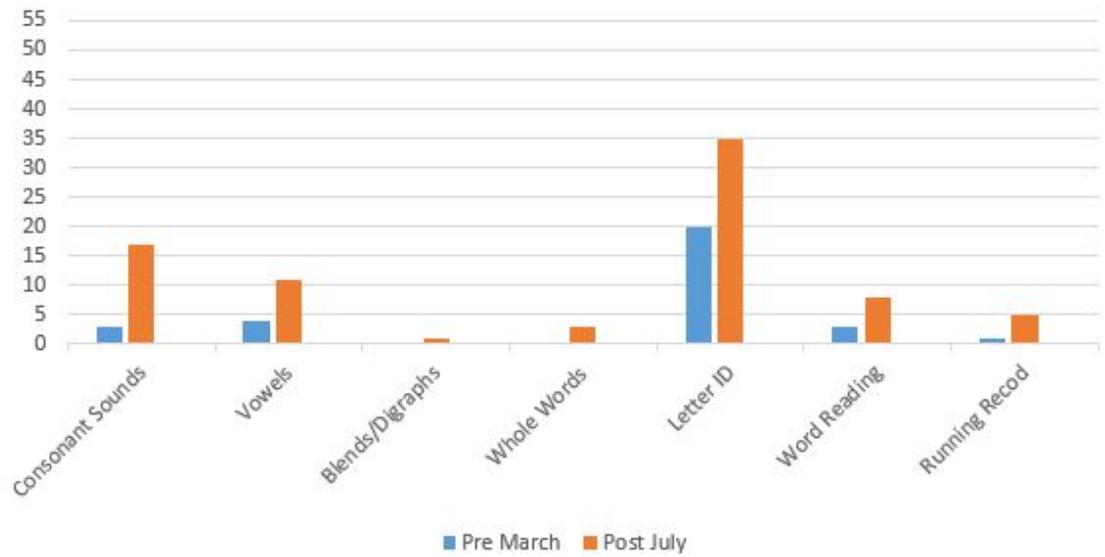
RTLB LSF Project: Post Intervention Summary for St Mary's School	
Name, Date and Time frame of project:	Reading Target Group Year 2 T2, 2016 March-July Yolanda Soryl Early Words Programme
Description and breakdown of students involved:	<p>The focus group members are Year 2 Boys There will be a minimum of 4 students in the group. The fully qualified teacher will implement the programme 3 times a week spending 20 minutes with each student (1 hour 30 minutes total).</p> <p>The programme relates to our strategic and annual plans for literacy. (These are target students)</p> <p><u>Reading Target Year 2.</u> 42% (11) were Below and 19% (6) students were Well Below the National Standard after 1 Year at school.</p> <p>The 11 Below are made up of 6 boys and 5 girls. 10 are NZE and 1 Maori. The 6 Well Below are boys, 2 Maori, 1 Fijian and 2 NZE</p>
LSF Project description:	<p>RTLB referrals have been submitted for these students, however this is a trial to see whether this intensive support will increase and sustain progress. If successful school may look to implement this further whilst the students are still young (catching them early) and may well look to integrate other students that this programme may support.</p> <p>Two students within this project have been referred, as part of a circle time group (re behaviour therefore the RTLB support is not focussed on learning) so this Project will help us to further support their learning. It will also provide a setting in which the teacher can be trained and supported by the RTLB to effectively and confidently run the YS programmes with fidelity. All students involved need alphabet/sound knowledge, phonemic awareness and some work on basic sight words to assist them to read.</p>
Resources involved:	Yolanda Soryl Early Words Programme Resources Early Words Book, Flash cards, Supplementary Worksheets,



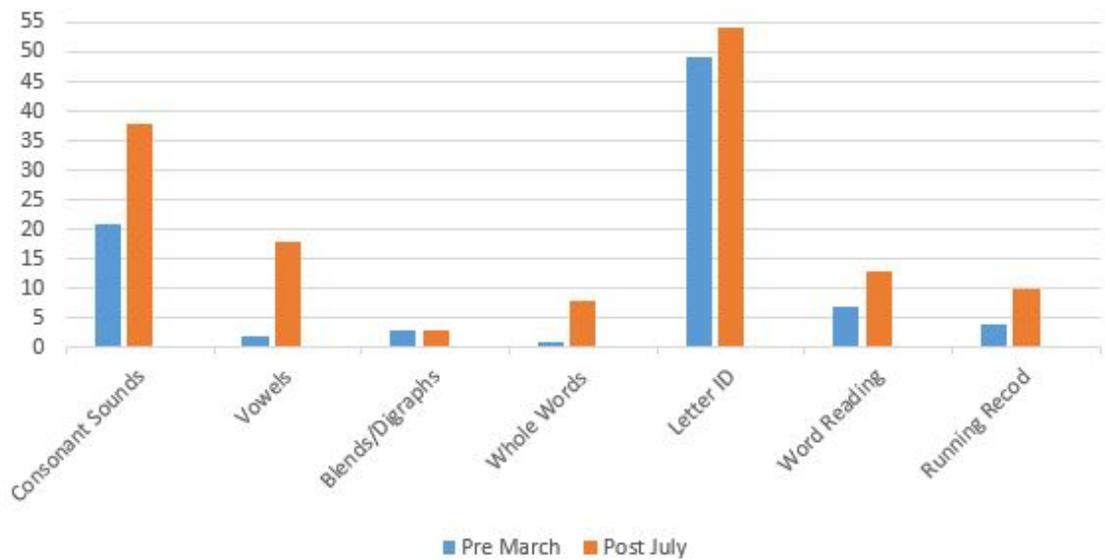
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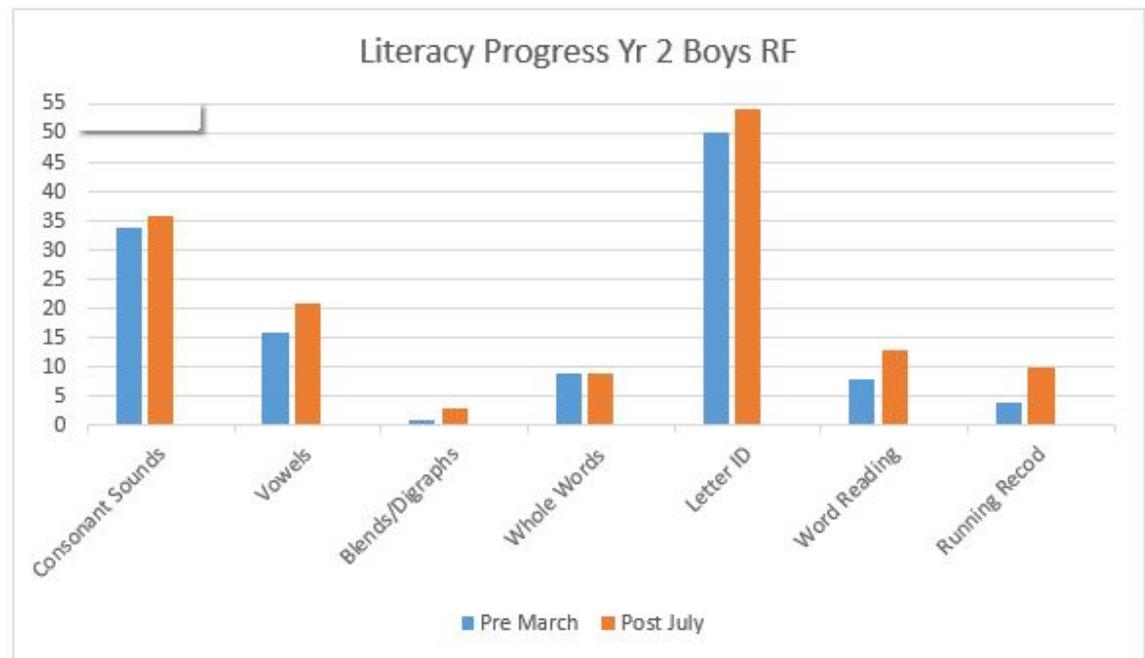
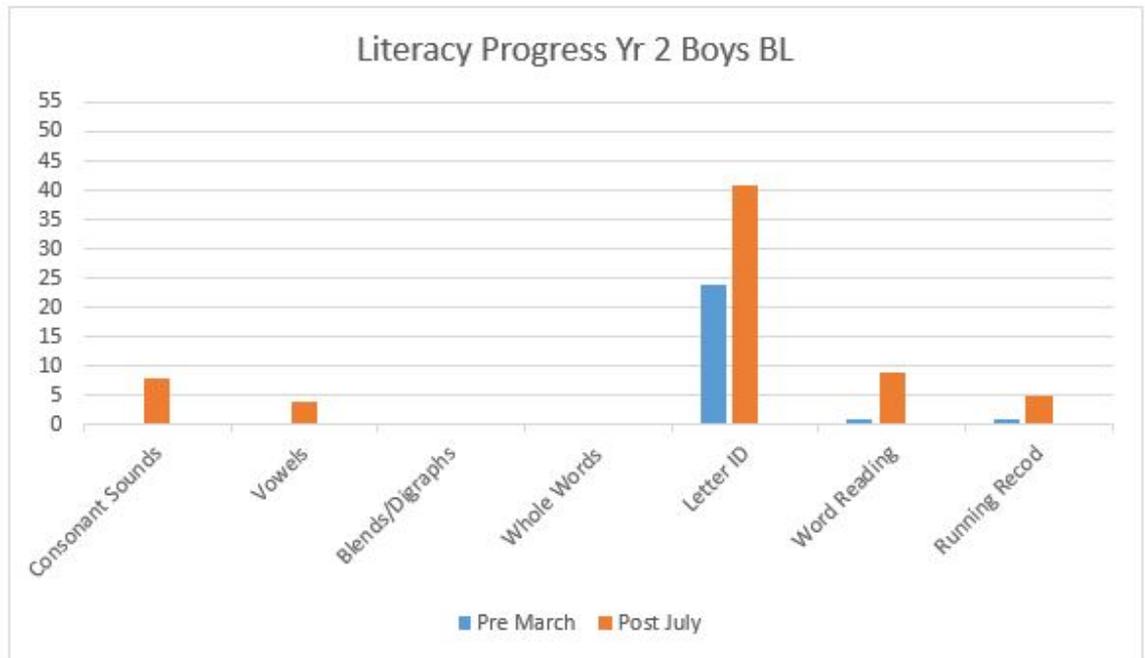


Literacy Progress Yr 2 Boys BC



Literacy Progress Yr 2 Boys UG





Summary of positive gains:

Celebrations:
Data tables attached help to gauge the level of improvement for each student participating in the Early Words Trial Programme.



	<p>Consonant sounds, vowel sounds all increased for all students. Differentiation of between: 2 to 17 consonant sounds and 4 to 16 vowel sounds. Blends progress: 0 to 2 progress. Whole pseudowords: 0 to 7 words progress.</p> <p>Letter ID and Word Reading has all increased for each member. LID: 4 to 17 letters progress. Word reading Progress: 5 to 8 words progress. Running Record Progress: 4 to 6 Reading Levels.</p> <p>Running Record Level has improved for all students by at least 4 levels.</p> <p>Student engagement was good from all members participating. The gains were accelerated during this term using this intervention.</p> <p>Barriers: Illness. A week where the programme was not able to be run with fidelity due to illness.</p>
<p>Teacher voice:</p>	<p>The boys enjoyed the structure and repetition of the programme. The systematic way that the programme was delivered helped the boys to consolidate some foundational literacy knowledge and has given them a boost in their ability to read which was the main aim of the project.</p>
<p>Student voice:</p>	
<p>Comments/ Next Steps:</p>	<p>Talk with RTLB to see whether Early Words can be continued for students who are on the RTLB roll and who are struggling with early literacy concepts. TA to possibly look at implementing further early words with student in Room 3. Teacher who implemented the programme could help to teach TA in order to sustain the programme.</p>