

## SEG Review Term 2 2014

This term the Special Education Grant has funded Niki to work with children three days a week over 15 hours. During this time Niki ran programmes for 23 students.

All students receiving assistance this term were in the literacy areas with a large focus on reading. Writing, spelling, blends, word identification and sounds were also features of some students programmes.

We have tracked the students within each group and monitored their progress to evaluate the success of the programmes and whether programmes have accelerated their progress.

Inference was the focus of the senior programmes. This focus was to enhance children's ability to understand the text better and lift comprehension rates.

### Results

Programme	Participants	Progress over term	Recommendations
Inference comprehension	13 year 4/5/6 students	<p>AsTTle Reading was used as a measuring tool for progress in reading as a result of the inference work.</p> <p>During the programme we saw an increase in reading level for 6 of the 13 students.</p> <p>4 students reached the reading expectations and will be discontinued from support programmes.</p> <p>Seven students did not make progress in their AsTTle results.</p> <p>This programme worked well for some students and not others.</p>	<p>4 students who are at expectation will be discontinued.</p> <p>The 2 children who are seeing gains from this approach will have another term working on Probe comprehension activities.</p> <p>For the other seven students they will be put onto Rainbow reading programmes and continue to receive support for another term to see if more literal comprehension activities will make a difference.</p> <p>Some inference work is to be continued with the teacher to see if it makes a greater difference as part of the classroom programme.</p>

<p>Junior reading and word knowledge</p>	<p>10 students from year 1 - 3</p>	<p>As the junior programmes were looking at letter / sound knowledge and word recognition as well as reading level a variety of different methods were used to measure progress.</p> <p>Of the seven children assessed on overall reading levels 6 out of 7 students moved at least one level with the majority moving two. While it is good to see this progress it is probably not considered accelerated.</p> <p>Gains in spelling averaged 12 words across the nine children assessed for spelling. Some students made considerable gains with the range being 3 words to 24 words</p>	<p>While all children showed progress in some or all areas worked on none of these children were considered achieving at expectation yet. They have all been continued for Term 3 with a focus on areas of most need for the individuals.</p> <p>Some of these children received a variety of short support programmes during their allotted time and I recommend that we focus on more specific targets to get the acceleration in that area rather than spread the time to thin.</p>