

# A LITERACY INTERVENTION PLANNING CHECKLIST

Are these key features of effective interventions evident in what we are doing?	Yes	No
<p><b><u>Informative School Programs</u></b></p> <p>School programs provide explicit scope and sequence for the teaching of:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness in R-1</li> <li>• Phonics and sight words in years R-2</li> <li>• Advanced phonics (spelling) in middle and upper years</li> </ul>		
<p>Programs take account of major transitions, eg</p> <ul style="list-style-type: none"> <li>• R-1: Spoken to written language and phonemic awareness</li> <li>• Years 1–3: Decoding and use of cueing systems</li> <li>• Years 4-7: Text complexity, vocabulary and comprehension</li> </ul>		
<p>Literacy programs focus on powerful, explicit teaching in all aspects of literacy</p>		
<p><b><u>The use of evidence</u></b></p> <p>The identification of students for intervention action is based on authentic data</p>		
<p>Disciplined dialogue employs appropriate and sufficient information upon which to plan Wave 2 intervention</p>		
<p>The specific needs of targeted students for Wave 3 intervention are identified by further and deeper data analysis or assessment</p>		
<p><b><u>Implementation Management</u></b></p> <p>Consideration is given to ‘First Wave’ needs and resources</p>		
<p>Consideration is given to ‘Second Wave’ needs and resources</p>		
<p>Consideration is given to ‘Third Wave’ needs and resources</p>		
<p>Structures and management models are used to facilitate the implementation of the intervention, eg literacy blocks, withdrawal</p>		
<p>The intervention plan is clearly articulated and communicated</p>		
<p>Staff development and training needs are identified and planned for</p>		
<p><b><u>Tracking and Monitoring</u></b></p> <p>The duration and nature of monitoring is determined for each ‘wave’</p>		
<p>Information and record keeping processes are identified</p>		
<p>Processes for reflection, amendment, reporting and the celebration of successes are evident</p>		