



Partnerships for Success

Intensive Literacy Program

Literacy is a key skill necessary for students to achieve improved academic outcomes in secondary school. Students who are considered at risk of not achieving these outcomes due to their literacy levels are considered for inclusion in the Intensive Literacy program. Inclusion is dependent on testing to determine literacy levels.

Who is assessed?

Students who are considered at risk academically due to literacy levels. These students may display all or some of the following characteristics:

- Difficulty learning letter names and sounds
- Slow and inaccurate oral reading skills
- Dislike of reading or reluctance to read
- Problems sustaining attention to literacy-based activities
- Spelling and written expression difficulties
- Poor phonological awareness

Identifying students for testing

- Term 4 transition notes from Primary schools. Any student who is identified as being at risk academically' and scoring a Band 4 for Literacy is offered testing. This will only proceed with parent permission.
- A student can be tested at the request of a parent
- A new enrolment to the school where the previous school report indicates difficulties with literacy will be offered testing
- Where there are behavioural issues which may indicate literacy being a barrier to learning
- A student with a diagnosed learning difficulty
- A combination of tests is used to determine levels of intervention and support required
- None of the tests are diagnostic for learning disabilities

What is the difference between a learning disability and a learning difficulty?

Students who undertake the Intensive Literacy Program may have either a learning difficulty or a learning disability.

Learning disability characteristics

- Difficulties in specific areas of academic achievement as a result of and underlying neurodevelopmental disorder. Examples are Autism, Dyslexia, Dysgraphia, Auditory Processing Disorder
- Student do not perceive or process information as efficiently or accurately as students without a learning disability
- Difficulties are inherent and life-long
- Students may not respond to intervention in the expected way. They may need constant and extensive exposure to letters and words

Learning difficulty characteristics

- Sensory impairment
- Behavioural, psychological or emotional issues
- Ineffective prior instruction
- English as a second language
- High absenteeism