

Resource Teacher of Literacy



c/- Douglas Park School
Cole Street, Masterton
Phone (06) 370-0189 Fax (06) 370-0187

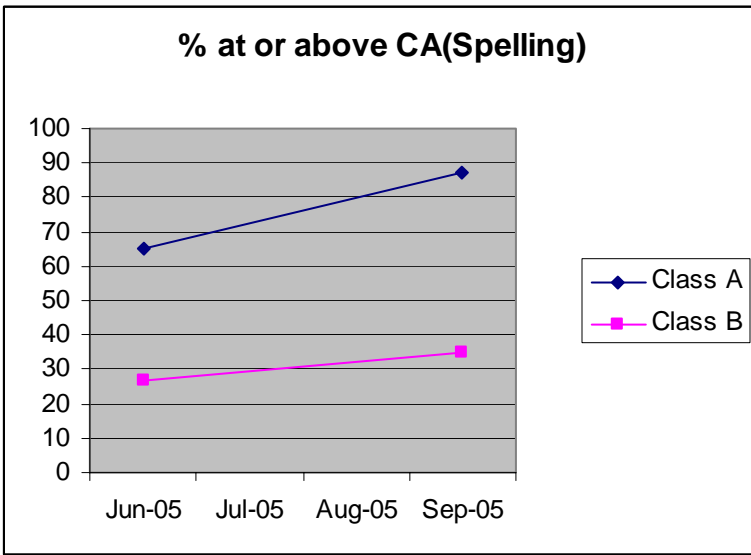
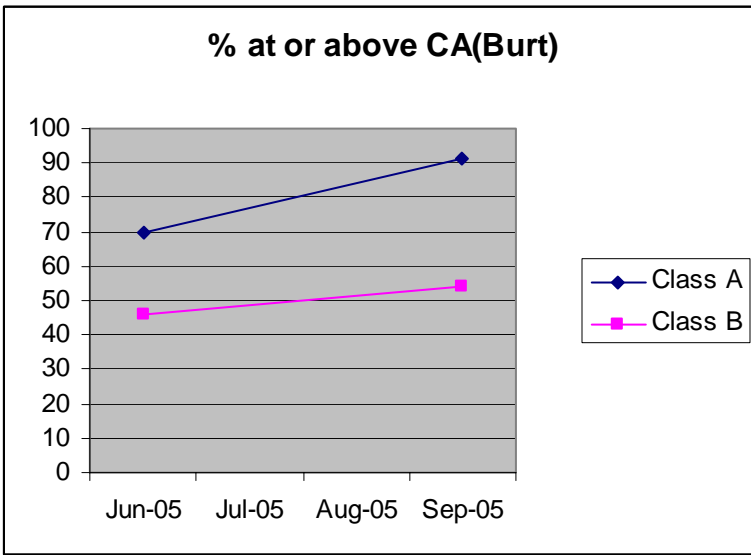
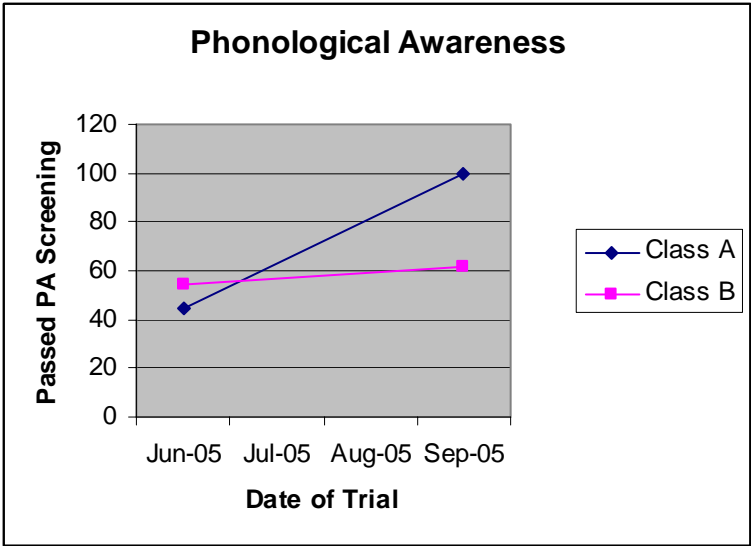
This year I was given the opportunity to trial some software from Lexia New Zealand with a number of my RT: Lit students.

Because I have a keen interest in 'prevention' (as opposed to 'intervention') I took particular interest in Primary Reader and the implications of running a software programme like this in a junior classroom.

I had already screened a year 1 / 2 classroom as part of a 'class referral', and had some data with respect to literacy needs of the class as a whole. It was determined that a number of students were deficient in phonological awareness, and were not using phonics' strategies appropriately in order to help read and spell words. Another class, with a very similar composition of children, was also having major difficulties in this area. Several meetings were set up with both teachers in order to train them in teaching phonics effectively and they were both presented with a number of resources to help develop word level strategies.

Class A was given the primary reading software. All children in Class A were given ten minutes on this programme at least four days a week for eight weeks. Class B was not given the opportunity to use this programme. The compositions of both classes were as follows:

	Class A	Class B
Teacher experience	2 years	2 years
Students	23	26
School Decile Rank	4	4
Age range	6.0-7.1	6.2-7.2



The graphs above illustrate that the students using the Lexia Primary Reading program made an average gain in excess of 21% and that the pass rate for the Phonemic awareness went from 45% to 100%.

The students not using the Lexia Reading Program made a gain of 8% in the same period and the pass rate for phonemic awareness went from 54% to 62%.

Both classes showed improvements in both reading and spelling, however, in Class A **all** students benefited, especially “the tail”.

I would highly recommend this software as an addition to any junior classroom programme. The benefits for both students and teachers are clearly apparent.

Jan Ryder
RTLit