

WELCOME



Details

Briefing on Learning Support Programme (LSP)

Day

26 January 2024

Time

4.00 p.m. – 4.30 p.m.



Learning Support Programme (LSP) Briefing for Parents

Friday, 26 January 2024
Naval Base Primary School



LEARNING SUPPORT COORDINATORS



Ms Tham Sui Ching



Mrs Amy Jow



Mdm Yeo Jessie



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Outline

- Aim of LSP
- Identification Process
- Features of the LSP
- Benefits of the LSP
- Working with you to Support your Child
- Supporting Your Child At Home
- FAQs
- Success Stories



Outline

- **Aim of LSP**
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Aim of LSP

The LSP is an early intervention programme that aims to provide support to children entering P1 with weak language and literacy skills.



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The Identification Process

Students enter P1



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graph TD; A[Students enter P1] --> B[Students are screened for mastery of early literacy skills]; B --> C[Students who lack these skills are identified for the LSP];
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Students are screened for mastery of early literacy skills

Students who lack these skills are identified for the LSP



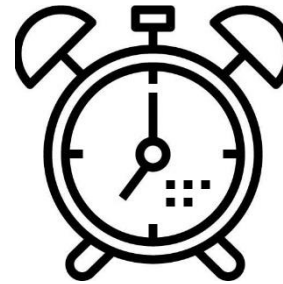
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Features of the LSP



Small group
teaching
(8-10 students per
group)



Daily, 30 min
sessions



Conducive learning
environment



Regular
monitoring of
student progress



Focus on reading
and spelling skills

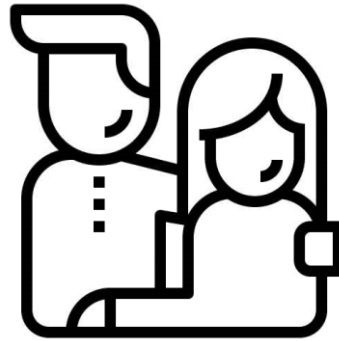


Taught by qualified
LSCs

Benefits of LSP



Support
that meets
children's
needs



More
teacher
attention




Greater
experience
of success



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Home-School Partnership



Keep you updated on the progress of your child i.e. phone calls, Classdojo

Share resources with you (in LSP Black file)

Ensure that your child attends the programmes planned



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Avoid :



- Scolding the child for mistakes in reading
- Pressurising your child to read books beyond his ability
- Comparing the child with other children
- Punishing the child for errors
- Threatening the child

Effective ways are :

- Encourage / Affirm effort
- Praise
- Making reading time an enjoyable experience
- Have daily conversations with your child
- Visit the library



Helpful resources

- Vowel charts
- Flashcards
- Literacy games
- Poems, picture books, simple stories, jingles, rhymes, graded readers



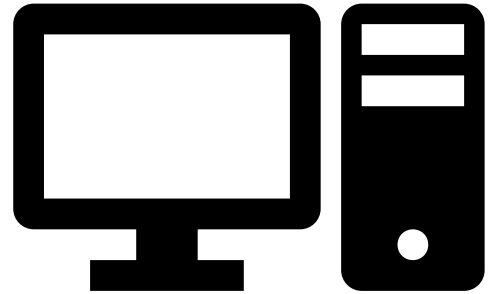
USEFUL WEBSITES

www.starfall.com

www.Pbskids.org/games

<https://www.mightybook.com/>

<https://jackhartmann.com/>



LSP BLACK FILE

Home Support Materials

- Black file with school logo
- Reading sheets of words/phrases/sentences taught in class
- Parents to go through with child
- Available at school bookstore at \$1.80 from 2nd week of February

Home Support Materials (1)

Name : _____

Class : _____

LETTER NAMING FLUENCY (LNF) GAME



Instructions:

1. This is a pre-reading exercise for your child to build speed in reading, starting with letters of the alphabet.
2. Ask your child to put his finger under the first letter and then slide the finger to the right as he reads the letters in the first row before going on to the rest of the rows. The sliding of the finger promotes smooth instead of jerky reading.
3. Correct your child if there are mistakes made.
4. For each exercise, you are encouraged to do it on 6 separate sessions and to read the letters a few times each session. Remember to date and initial each session.

	1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try
Date						
Parent's Signature						

If you do it regularly with your child, you will be able to see the improvement in his word reading fluency. Have fun! ☺

P1 LSP 2.0 TRANSITIONAL BLOCK

LETTER NAMING FLUENCY (1)

t n f y I R D G Y V

r b P L Z i c A O J

p T x K a v M U Q h

g N j X s C H q o m

S B z e u E F V d k

R U X h y O q t m S

x K e c T G Z r g P

L Q s k N J i p A D

Y a f I H V n v E F

V d b M j o u C B z



	1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try
Date						
Parent's Signature						

Home Support Materials (2)

Lesson 2A

High Frequency Words: 1st 100 (26-50)

No	Word	
26.	he	
27.	I	
28.	they	
29.	one	
30.	good	
31.	me	
32.	about	
33.	had	
34.	if	
35.	some	
36.	up	
37.	her	
38.	do	
39.	when	
40.	so	
41.	my	
42.	very	
43.	all	
44.	would	
45.	any	
46.	been	
47.	out	
48.	there	
49.	from	
50.	day	

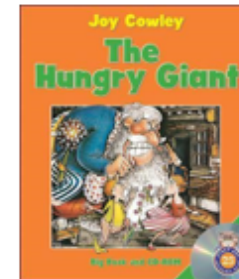
Regular Words

No	Word	
1.	chin	
2.	chip	
3.	chop	
4.	chat	
5.	such	
6.	much	
7.	lunch	
8.	batch	
9.	catch	
10.	patch	
11.	pitch	
12.	witch	
13.	fetch	
14.	neck	
15.	peck	
16.	lock	
17.	duck	
18.	sack	
19.	pack	
20.	edge	
21.	ledge	
22.	badge	
23.	fudge	
24.	judge	
25.	fridge	

Unit 6: The Hungry Giant

by Joy Cowley – A Summary

Lesson 2B



The giant roared that he wanted some bread. If not given, he would knock them with his ~~bommy~~ knocker. The people were afraid of him and they got him some bread.

The giant roared again. He wanted some butter. The frightened people gave him the butter.

The giant roared again. This time he wanted some honey. The people looked everywhere for honey. The giant was impatient, and he roared louder and louder. He was getting angrier and angrier for the people were slow in getting him the honey. He threatened to hit them with the ~~bommy~~ knocker.

At last the people found a beehive and they took it to the giant. The giant looked at the beehive. He believed that that was not a beehive. He knocked it with his ~~bommy~~ knocker.

The bees zoomed out of the hive and they zoomed after the giant. The giant was in pain. He ran as fast as he could all the way home.


PARENT'S SIGNATURE



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FAQs

Q. Must my child attend LSP lessons?

- Yes. The LSP is a programme designed by MOE which has been improved through research time and time again, the latest version was rolled out a few years back. Pupils who have been identified to require support are required to attend the programme so that they can learn in the regular classes.

FAQs

Q. Will my child be learning the same thing as other pupils in the mainstream?

- The LSP provides additional support to your child. He/she will be learning reading and spelling skills that will help him/her cope better with mainstream lessons. In addition, we also equip them with basic knowledge and skills to read text with fluency and understanding.

FAQs

Q. Why can't my child be provided support in the mainstream classroom?

- Your child will receive *better support* in LSP lessons as the group size is smaller. Pupils get more individualised attention and have more chances to practise the skills with teacher guidance.

FAQs

Q. Will my child enjoy LSP lessons?

- LSP lessons are focused, skill-based, multi-sensory and have high levels of teacher-pupil interaction. Pupils in LSP typically find their lessons enjoyable.



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Success Stories

Student A

- Recommended by doctor to delay school by 1 year but mum declined
- Supported in LSP in P1
- Enjoyed the structured and interactive LSP lessons
- Improved in confidence and esteem
- Strong support from home
- Improved by leaps and bounds in reading and spelling
- Learning gap decreased
- Discharged after P1
- Now in Sec 1, managing well

Student B

- Joined the programme at beginning of P1 without reading a single word (reading age 5y)
- After 9 months of intervention in the LSP, and after a lot of hard work from the teachers, student and the parents, his reading age shot up
- Reading age was 10y 7m in Oct.

Success Stories

Student C

- Had good oral skills, could converse well
- Struggled with reading and spelling
- Unable to sit still and focus during lessons
- Learned the routines like sitting up straight, arms folded and eyes on teacher
- Improved in focus
- Was able to follow lessons better, more learning could then take place

Student D

- Made numerous letter reversals like b/d, p/b, c, f, g etc
- Unable to follow more than 1 instruction at a time, felt 'lost' during normal lessons
- Able to make improvement as LSP group size is small
- More learning took place
- Recommended to go for testing at DAS for dyslexia
- After intervention, there was good improvement

Success Stories

Student E

- A quiet student in class
- Had trouble even remembering the letter names and letter sounds in P1
- Only started to read simple sentences in P2 Term 1
- Picked up reading longer and more difficult sentences in P2 Term 3
- Worked alongside the mum, ensuring he went through the home support materials diligently and regularly
- Reading fluency and reading age improved and subsequently made enough improvement to meet the end of the year expectations
- Now in P3, and managing independently on his own



THANK
YOU



Naval Base Primary School
Singapore