

In the first six weeks of school, individualisation from the start

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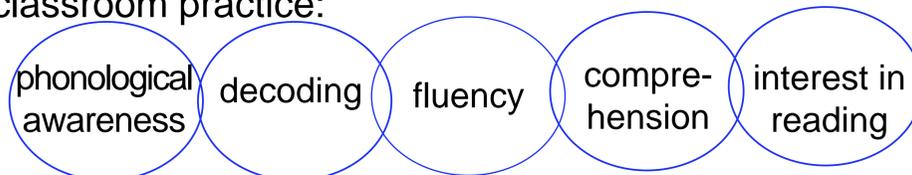


FinRA,
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Every child wants to learn.
Every child has different competences and needs.
Every child has the right to individual guidance and support.
Every child has the right to professional classroom education.
The best learning happens in the zone of proximal development.

Research and practice suggest a model of learning to read that can be assessed and translated into classroom practice:



In Finland, children enter grade one in August of the year they turn seven.

It's not necessary for every child to be reading when they start school.

Intervention and support are there for those who need it, as a preventive measure, to help them catch up.

Blending, alliteration and phoneme segmentation are the three phonological awareness skills assessed. Follow-up assessment includes broader linguistic awareness

Phonological awareness
Group assessment by the special teacher

Decoding, letter knowledge – reading and fluency
Individual dynamic assessment by the special teacher

Two out of every three children have cracked the code when they start school. Some can spell out their name, some can read novels.

In addition, assessment and discussions are conducted both individually and in groups both in class and in mini-lessons.

Key mathematical concepts
Group assessment by the class and/or the special teacher

Readiness for classroom work, a guided drawing task
Group assessment by the special and the classroom teacher

The drawings and the non-participant observations are discussed. The results are used for classroom administration.

Assessments over the first ten days

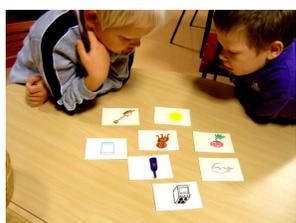
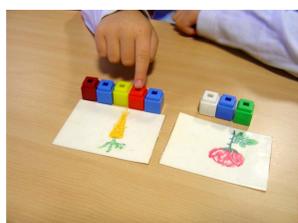
Within ten days after school start the results of all assessments are compiled and analysed by the special teacher, shared and discussed with the classroom teacher, and used for planning individual, group or classroom intervention over six weeks and beyond.

Following the assessments, the pupils with low results in phonological awareness are included in a programme run by the special teacher in parallel with classroom work.

They may benefit from working with their peers, or be distracted by them. Their motor skills may impede or support their learning. A mini-lesson of 15 to 20 minutes is repeated once, twice or three times a week. At the end of the six-week period comes assessment of the period and regrouping.

Grouping is based on individual needs. Sometimes these pupils know just a few letters, sometimes they can read.

The starting points are the same. Many find their perfect team-mate and work well together. Some need to work alone. One step at a time or in giant leaps.



Repeated tasks and/or follow-up with dynamic assessment as needed follow special intervention and regular school work.

What's in it for the teachers?
They work together, support each other, share their findings, and learn together.

What's in it for the parents?
They get information and suggestions for routines, games, and communication in support of learning.

What's in it for the children?
Each child, now a pupil, has the chance to hold on to eagerness to learn, to be capable, to feel successful.