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| **SETTING UP A READY STEADY READ WRITE SITE** | |
| **Speaking to the principal** | **Tick when done** |
| 1. Find a suitable venue with desks/tables and chairs |  |
| 1. Make sure there is safe storage for the materials (lockable cupboard or large container) |  |
| 1. Use of photocopier for little books, register, assessments and use of the fax machine for assessment summary sheets |  |
| 1. Use of the school telephone to contact Wordworks mentors and programme tutors |  |
| 1. Shopping list for materials for the school to buy:  * Large container or lockable cupboard for all the Wordworks materials * 4 plastic containers for reading books (try to get them in pink, green and blue and one for the silver books) * ice-cream containers with lids for letter boxes (Plastic for Africa) * A4 sheets of thin coloured foam or felt for letters(Plastic for Africa) * Bostick or craft glue * Ring file for Little books * Ring file for Shared games * Ring file for Administration * Plastic sleeves for copies of little books * Ziploc bags for sequence stories |  |
| **Information session for teachers** |  |
| 1. Arrange to meet the Principal, Foundation Phase teachers and the Head of Department (HOD) |  |
| 1. Show them the Gr 1 DVD ‘Intro to the ELP’ (9 minutes) |  |
| 1. Make a copy of the handout for each teacher (p 11 in the Co-ordinator’s manual) |  |
| 1. Show them the materials in the tutor kit and talk about the programme |  |
| **Recruiting tutors** |  |
| 1. Arrange an information session (p 14) for the parents who want to tutor (place, date and time) |  |
| 1. Make photocopies of the flyers for tutors (p 13) or use the CD/flashdrive to make a copy |  |
| 1. Give flyers to the Gr 1 teachers to hand to the children |  |
| 1. Check with the teachers if replies from parents have been returned |  |
| 1. Make copies of the tutor policy and tutor agreement (p 16 and p17) |  |
| 1. Fill in the tutors details on the RSRW Tutor record (p 15) |  |
| 1. Read through the tutor agreement and ask tutors to sign them |  |
| 1. Keep copies of the forms in your file |  |
| **Setting up your room** |  |
| 1. Make copies of the 4 steps, the Words of Encouragement and the Writing poster (You could enlarge and colour them) |  |
| 1. Laminate them or put each one in a plastic sleeve and stick them on the wall of your room |  |
| 1. Display your readers in their boxes |  |
| 1. Put your programme poster on the door of your room |  |
| **Attendance Register** |  |
| 1. Print at least 4 copies of the register (page 26 in the Co-ordinator’s manual) |  |
| 1. Fill in the day and the term and fill in the dates for the rest of the term (use your diary, phone or a calendar) |  |
| 1. Fill in the names of the tutors, teachers and children |  |
| 1. Stick it up on the wall or keep it in a file for tutors to fill in each time they come for a lesson |  |
| **Children’s books** |  |
| 1. Make copies of the book cover (page 23 in Co-ordinators manual) and glue it onto the front of the book |  |
| 1. Write the child’s name on the cover and ask them to draw a picture |  |
| 1. Glue the copy of the assessment answer sheets into the back of each child’s book |  |
| **Letter boxes** |  |
| 1. Print out the letter templates that you wish to use from the CD/ flashdrive and cut them out. |  |
| 1. Cut out the letters from foam or felt using the templates |  |
| 1. Glue the large letter on the lid of the ice-cream container and the small letter on the front of the container. Put a dot at the beginning of the letter so children can trace it. |  |
| 1. Fill the containers with the objects for each letter (list on p7 and p8) |  |
| 1. Arrange the boxes in the room for tutors to use in the first half of the year |  |
| **Little books** |  |
| 1. Photocopy about 20 copies of each story (at the beginning of the year copy only the easy books) |  |
| 1. Put the copies in plastic sleeves and put them in a ring file in the order from easiest to more difficult. Or you can fold them so they are ready to use |  |
| 1. Label the file ‘Little Books’ or store the ready-made books in containers |  |
| 1. Put them in a place so the tutors can use the little books |  |
| 1. Remind tutors to make the books before their lesson if they aren’t already made up |  |
| 1. Remind tutors to make alphabet books at the beginning of the year using a blank sheet of paper (use A3 for a bigger book) |  |
| **Shared games** |  |
| 1. Cut up the shared games |  |
| 1. Leave them in their plastic sleeves and put them in a ring file or put them in containers for tutors to use |  |
| 1. Label the file ‘Shared games’ |  |
| 1. Remind the tutors to use the games appropriately (letter knowledge games first and then CVC and high frequency words and finally blends and multi-syllabic at the end of the year) |  |
| 1. Hold mini trainings before or after a lesson with all the tutors to go over a new game together |  |
| **Sequence stories** |  |
| 1. Place each story in a zip lock bag and put it in the correct level reading box or store them where tutors can use them |  |
| 1. Remind tutors to use them for lessons instead of a book |  |
| **Certificates** |  |
| 1. Make copies of children’s certificates (p28 in the Co-ordinators manual) for each child who leaves the programme |  |
| 1. Make a copy of tutor’s certificate (p29 in the Co-ordinators manual) for each tutor who has attended training for 2 days and has worked with the children for 4 – 6 months |  |
| 1. Fill in the tutors’ names, sign them and laminate the certificates |  |
| 1. Present the certificates at a ceremony with tutors or at the school’s assembly |  |