

Checklist for Co-ordinators of the Ready Steady Read Write Programme (RSRW)

This checklist will help you to see where you have made progress and notice the areas that will need more attention in the future. We hope that it will be a useful way of making sure that your programme is running effectively. Remember that it takes time to build a fully functioning site and there will always be things that still need work.

Please read the instructions below on how to complete the checklist. *[Please be honest so you can track your progress]*

- Put an X in one box in each row. Choose the box that you think is true for you.
- Then write a comment on how you might improve on the things that have not yet been done and those that still need work.

Area of development	No / not done	Needs work	Developing steadily	Goal reached	Ways to improve this
1. School buy-in					
The Principal, HoDs, Learning Support and Foundation Phase teachers attended an introductory DVD session.					
The Principal is supportive of the <i>Ready Steady Read Write</i> Programme and regularly thanks the tutors.					
Tutors are respectful towards teachers and teachers are supportive of the programme.					
2. General					
Tutors are kind, supportive and encouraging in their approach to children.					
3. Support for tutors					
The Co-ordinator praises and encourages tutors and passes on positive feedback from teachers.					
The Co-ordinator makes time for tutors to discuss the progress of their children and share experiences.					
The Co-ordinator makes time to mentor and assist the tutors during their lessons.					
The Co-ordinator invites tutors to refresher workshops and spends 15 min before some lessons demonstrating new games.					

4. Venue and resources					
The tutors have a suitable area to work in.					
The Co-ordinator keeps a check on stationery and replaces when necessary.					
The Co-ordinator makes sure the shared games are stored in a safe place and are being used.					
Tutors return their kits when they leave the programme.					
5. Assessment and selection of children					
The children on the programme have all been assessed and the results have been discussed with their teachers.					
The assessments are stuck into the back of the children's books.					
The results of the assessments are being recorded and sent to Wordworks in February, June and November.					
The Co-ordinator makes sure that children's progress is monitored and that they are correctly paired.					
Confidentiality is respected and tutors do not discuss the children outside of the programme.					
6. Lesson components: Talking					
Tutors spend time talking about the book, and encouraging children to share their experiences.					
Where appropriate, tutors use props or role play to make the language in the book come alive.					
Tutors show appreciation for any contributions that children make in their home language.					
7. Lesson components: Reading					
Tutors choose a book at the correct level.					
Tutors give children time to try and sound out words or use pictures to predict what words say.					
If children are stuck on a word, tutors help them to sound it out or use clues to predict what it says.					

8. Lesson components: Writing and drawing					
Tutors are doing writing that is meaningful and related to the story (not lists of words).					
Tutors are helping children to clap/count words on their fingers and then draw lines before writing.					
Mistakes are corrected in a sensitive and helpful way.					
Tutors are encouraging have-a-go writing. Children are given praise for trying to write new words.					
9. Lesson components: Games					
Different games are being used.					
Games are at the appropriate level for the children.					
Games are being played according to the instructions.					
10. Admin					
Tutors are on time and attend every week as far as possible.					
Tutors keep their kits well organised and tidy.					
Tutors plan lessons and select a new book the week before a lesson.					
The contact list with tutors details is regularly updated.					
Tutors have signed the tutor agreement.					
Tutors complete the attendance register at the end of each session.					
Tutors keep the cupboard and materials tidy.					
The Co-ordinator informs the tutors when there are changes to the school calendar.					