



Learning Support Programme (LSP) Briefing for Parents

Saturday, 18 February 2023
Naval Base Primary School



LEARNING SUPPORT COORDINATORS:



Ms Tham Sui Ching

Mrs Amy Jow

Madam Jessie Yeo

Miss Jael Chia





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**
- 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

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.




Outline

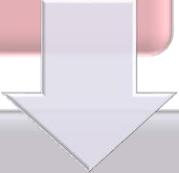
- Aim of LSP
- **Identification Process**
- Features of the LSP
- Benefits of the LSP
- Working with you to Support your Child
- Supporting Your Child At Home
- FAQs
- Success Stories

The Identification Process

Students enter P1



Students are screened for
mastery of early literacy skills



Students who lack these skills
are identified for the LSP



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

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



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

Home-School Partnership



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

Share resources with you (in LSP Black file)

Ensure that your child attends the programmes planned



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

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
- Praise
- Making reading time an enjoyable experience



A photograph of two young girls of Asian descent standing outdoors. The girl on the left is taller, with short black hair and bangs, wearing a colorful floral-patterned sleeveless top and a blue skirt. She has a black backpack with pink straps. The girl on the right is shorter, also with short black hair, wearing a pink long-sleeved shirt and a pink backpack with purple straps. They are both smiling broadly and hugging each other. The background is slightly blurred, showing a tree on the left and a building on the right.

How You Can Support Your Child At Home

- Tips to help your child learn better

Have daily conversations with your child



Vowel charts

Sight Words chart



Use pictures to help your child learn oral vocabulary



Feelings words



- Tips to help your child learn better

Play letter/word games with your child



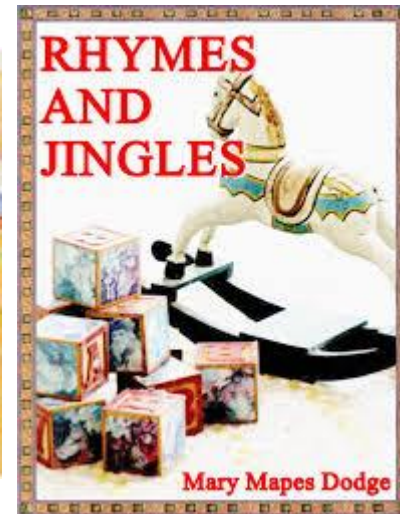
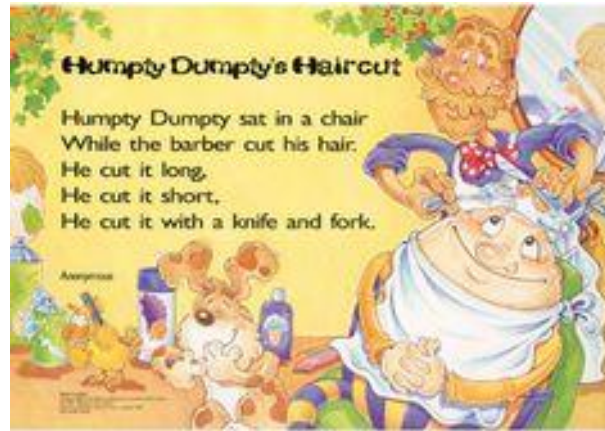
- Tips to help your child learn better

Use flashcards / audio recordings of stories and rhymes



- Tips to help your child learn better

Read to/with your child regularly – choose texts your child can manage: poems, picture books, simple stories, jingles, rhymes



Picture Books



- Tips to help your child learn better

Visit the library regularly with your child



- Tips to help your child learn better

Affirm his/her efforts rather than focus on the grades



I am brave
I am helpful
I am creative
I am unique
I care for others
I am loved
I try my hardest
I am thankful
I matter

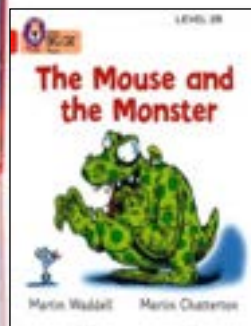
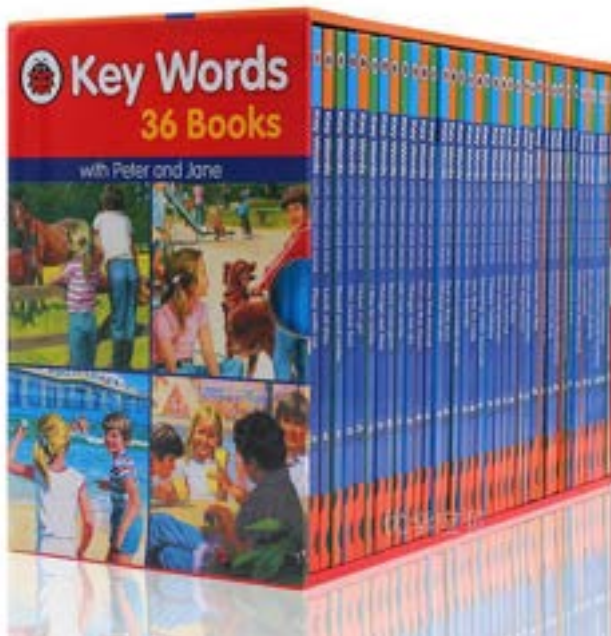
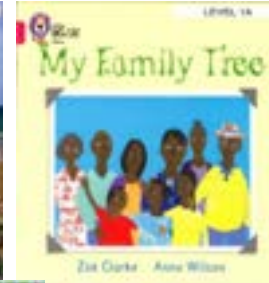
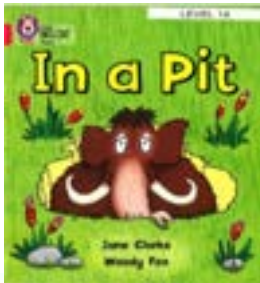
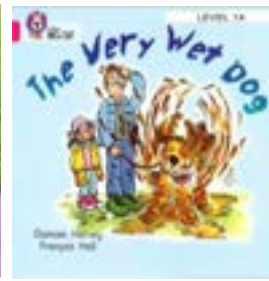
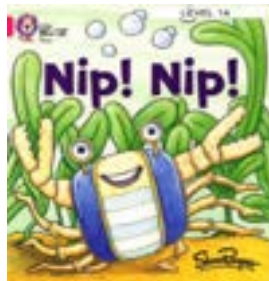
BaroforDesign



READING MATERIALS

PICTURE BOOKS

- Colourful and engaging illustrations
- Short sentences with sight words and easily decodable words
- Repetition



Got It! By Charlotte Guillain and Ley Honor Roberts



Get a net.

2



Get a pot.



Sit on a rock.

4



Dip the net in.

5



Let the net sit.

6



Tug it up.



Dip the net back in.

8



Did it get a tug?

9

Got It!



Get the net up.

10



Got it! Tip it in the pot.



Nip! Nip!

12



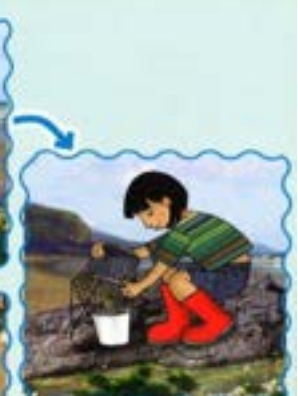
Tip it back.

13

Got it!



14



15

Children's Book Series



READING MATERIALS



USEFUL WEBSITES

www.starfall.com

www.Pbskids.org/games

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

Jack Hartmann Kids Music Channel for
phonics, sight words, songs and others





Starfall®

Store

Parent-Teacher Center

How to Join

Sign In



Math



Geometry & Measurement

Grades 1, 2, 3

Language Arts & Music



Learn to Read



Historical Folk Songs



It's Fun to Read



More Phonics



I'm Reading

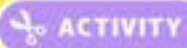


Talking Library

Seasonal



Respect & Kindness



Play free PBS KIDS
games together! [Find games to play here.](#)



GAMES

NEW



LSP BLACK FILE

Home Support Materials

- file reading sheets of words/phrases/sentences taught in class
- need parents to go through with them
- black file with school logo
- available at school bookstore at \$1.80.

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)

Name : _____ Class : _____

WORD READING FLUENCY (ORF) GAME



Instructions:

1. This is an exercise for your child to practise word reading through blending.
2. Your child can read the whole word or say the sounds first if he is not able to.

For example:

a) Whole word - **pit**

b) Say the sounds first before blending – ppp... iii... t **pit**

3. Ask your child to put the finger under the word and slide the finger under it when blending the sounds together.
4. For each exercise, you are encouraged to do it on 6 separate sessions and to read the list 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 WORD READING FLUENCY (1)

sat pni

at	an	as	is	in	it	at
is	at	an	<u>ip</u>	<u>ap</u>	in	<u>ip</u>
sap	tan	tap	nap	pat	pan	pin
pit	sit	sip	sin	sap	pin	tap
nap	pit	sit	nip	pan	sap	tan

Practise reading:

I sat the tap into the tin all the pins	pins in the pan a pin in the tin Sit at the tap. It is sap in the pan.
--	---



	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 (3)

Phonograms: 'sh' and 'th'



Word	Tick	Word	Tick	Word	Tick
ship		this		Shut down.	
shop		these		fish in a dish	
shut		that		Go on a ship.	
shin		those		This is a moth.	
shot		them		Shut the shop.	
shed		then		Wish for a jam.	
fish		thin		Dash to the shed.	
wish		math		These fish are thin.	
dish		moth		That is a fish shop.	
dash		with		I do Math with them.	

Phonograms: 'ch', 'tch', 'ck' and 'dge'



Word	Tick	Word	Tick	Word	Tick	Word	Tick
chin		batch		neck		edge	
chip		catch		peck		ledge	
chop		patch		lock		badge	
chat		pitch		duck		fudge	
such		witch		sack		judge	
much		fetch		pack		fridge	
lunch		hutch		chick		bridge	



Phrase	Tick	Sentence	Tick
had a chat		That is a witch, run!	
chips for lunch		Chip, fetch the stick!	
fudge on chips		Lunch is in the fridge.	
hatch the egg		This shop has ten chicks.	

LOAN OF BOOKS & HOLIDAY HOMEWORK

- Loan of graded readers over weekends and school holidays
- Provision of holiday homework during the school holidays



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
- 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**

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 P6, managing well

Student B

- Joined the programme at beginning of P1 without reading a single word
- 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