

A tutor's guide: Setting literacy goals and recording progress

Appendix 2—Literacy goal achievement plan

Learner:		Course:	
Tutor:		Date:	

Literacy goal:	
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Step	Strategy	Resources	Who/When	Achieved when
1.				
2.				
3.				
4.				

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Example A

Learner: Marina Petrie

Course: Boat building

Tutor: Gary

Date: 11/04/06

Literacy goal: To read workplace procedures

Step	Strategy	Resources	Who/ When	Achieved when
1. Identify a procedural text	Understand features and layout of procedural texts	Evacuation procedures, machine operations etc.	Gary/Marina (date)	Marina can identify key features of procedural texts
2. Understand the purpose of a procedural text	Identify purpose, uses and audiences of texts	Evacuation procedures, machine operations etc.	Gary/Marina (date)	Marina can state purpose of a text and identify uses and potential audience
3. Monitor comprehension	Use active reading model of before, during and after reading activities	Overview of active reading model Handout of suggested activities at each stage of model	Gary teaches model	Marina can identify activities to use before, during and after reading to monitor comprehension

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Step	Strategy	Resources	Who/ When	Achieved when
4. Manage hard-to-read words	Identify hard-to-read words in a text Improve dictionary skills Keep a personal dictionary Learn how to break words into syllables Use think blank and read-on strategies to get meaning from context	Dictionary skills teaching Syllables handout and practice sheets	Gary teaches think blank and read-on strategies	Marina can use a range of strategies when she reaches a hard-to-read word

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Example B

Learner: Sione Jones **Course:** Automotive Servicing **Tutor:** John

Date: 11/04/05

Literacy goal: To fill in company forms correctly

Step	Strategy	Resources	Who/ When	Achieved when
1. Know how to spell personal details	Check knowledge of personal details Provide opportunity for practice Create personal business card	Birth certificate, employment records, telephone book, map, business cards	Sione – personal details (date) John – check details (date) John/Sione – work together on strategies (date)	Sione can spell personal details
2. Can spell workplace words	<ul style="list-style-type: none"> • Identify key workplace words • Develop word list • Use flash cards 	Flash cards Social sight word list	John – word lists/ flash cards/ handouts Sione – review cards (dates)	Sione can spell 20 common workplace words
3. Recognise basic form layout	Review variety of company forms — leave, union membership, credit union, etc. Identify what learner can do – using highlighter Teach skimming and scanning Match words and definitions	Commercial forms, matching resource	John – forms, teach skimming and scanning (date) Words and definitions resource (date) Sione – review daily	Sione can identify common features of company forms e.g. signature

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Step	Strategy	Resources	Who/ When	Achieved when
4. Learn terminology of forms	Discuss form specifications: <ul style="list-style-type: none"> • Print/block letters • Inclusive/exclusive 	Vocabulary list Model forms	John/Sione – (date)	Sione knows terminology of company forms
5. Use personal spelling dictionary	Record all unknown/misspelled words with meanings/alternatives	Alphabetised notebook	Sione ongoing John/Sione weekly (date)	Sione uses a personal dictionary regularly
6. Proof-reading	Checking that information is correct		John/Sione (date)	Sione knows how and when to proof-read
7. Know how to ask for assistance	Questioning skills – asking for assistance, asking for clarification Listening skills – listening for specific information	Role play CD Rom Interactive websites	John – resources Sione activities (date)	Sione asks for assistance when required