

Supporting Pupils with Dyslexia

Outline of course programme

2010-2011

An Overview of Course Programme

Thursday 16th September 9 - 12	What is dyslexia? Cheryl Jones <ul style="list-style-type: none">• an overview• recognition	<i>Clydach</i>
Thursday 30th September 9 - 12	Assessment and observation Cheryl Jones	<i>Clydach</i>
Friday 15th October 9 - 12	The importance of oracy Phonological Awareness Language programmes Reading and spelling	Cheryl Jones <i>Clydach</i>
Thursday 4th November 9 - 12	Multi-sensory teaching Cheryl Jones	<i>Clydach</i>
Wednesday 24th November 9 - 12	SpLD and Barriers to Learning Creating games to support literacy	Hayley Lervy <i>Clydach</i>
Thursday 9th December 9 - 12	Strategies to support numeracy Cheryl Jones /Judith Parvin	<i>Clydach</i>
Thursday 13th January 9 - 12	Behaviour, language and learning Cheryl Jones	<i>Clydach</i>
Tuesday 25th January 9-12	ICT Sheila Lewis	Penyrheol Comprehensive

Thursday 10th February 9 - 4	Partnership with parent <i>Clydach</i> The Dyslexia Friendly Classroom Strategies specific to case study and recording progress Workshop - sharing ideas Sarah Davies and Cheryl Jones

Session: 1	Date: 16/9/10
Focus: Introduction to the course What is Dyslexia? Recognition and characteristics Dyslexia and the brain The role of support	Outcomes: Knowledge of the structure and requirements of the course. An understanding of Dyslexia. Awareness of the characteristics and range of difficulties.

Introduction to the course - overview

What is Dyslexia?

Definitions - a range of definitions including those from the BDA and the definition from the British Psychological Society, 1999

Video - 'What is Dyslexia?' Lee Pascal

Video sequence taken from Teachers TV Training for Teaching Assistants

Recognition and characteristics - presented as a visual mind map

Dyslexia and the brain - function and research: include information from Dyslexia and Literacy, Chapter 1 (A. Fawcett) and Bulging Brains activity.

The role of support

Activity and task: Prepare for next session

Introduction of a new strategy for learning and support - Mind mapping

Create a Mind map - What is dyslexia? (use information given during session, information from suggested websites and chapters from suggested reading)

Resources and suggested materials include:

Learning and teaching for dyslexic children - DFES publications, 2005

BDA - Achieving Dyslexia Friendly Schools Pack

Peer,L and Reid,G. - An Introduction to Dyslexia, David Fulton, 2003

Reid, G and Wearmouth, J - Dyslexia and Literacy, Theory and Practice, Open University, 2004.

Neanon, C - Identify and Support Children with Dyslexia, LDA

BDA Dyslexia Handbook

N.Arnold - Bulging Brains Scholastic 1999

Buzan,T - Mindmaps for Kids, Thorsons, London, 2003

Hoffman,E and Handford,Y - Mindmapping in Primary Classrooms, Cheshire, 2004

Hoffman, E - Introducing Children to their Amazing Brains, Chesire, 2002

Hoffman, E - Introducing Children to Mind Mapping, Cheshire, 2001

Lorenz, S - Effective In-class Support, David Fulton, London, 2001

Session: 2	Date: 30/10/10
Focus: Observation and Assessment	Outcomes: Awareness of the why and how we observe and assess pupil's with dyslexia. .

Observation and Assessment :-

Early Identification

Why Identify - the purpose of assessment

Informal Observation - interviews / observation

Assessments and Tests - an overview of some currently used in schools including :-

Dyslexia Early Screening Test - Nicholson and Fawcett, The Psychological Corporation (Harcourt)

Dyslexia Screening Test - Nicholson and Fawcett, The Psychological Corporation (Harcourt)

The Cognitive Profiling System (COPS) - Chameleon Ed, Ltd

Aston Index - Screening and diagnostic tests, Newton and Thomson, LDA

SNAP - Special Needs Assessment Profile - Weedon and Reid, Hodder and Stoughton, 2003

All Wales Reading Test - City and County of Swansea

Diagnosing Reading Difficulties, City and County of Swansea

Sound Linkage - Test of Phonological Awareness, P.Hatcher, Whurr

British Picture Vocabulary Scale, nferNelson

Others tests include - Phab, Neale Analysis, Edinburgh Reading Test, Quest, Bangor Reading Test,, Ravens

Activity and Task:

Use Sight Vocabulary and phonic assessment(found in Diagnosing Reading Difficulties) with a pupil.

Activity and Task:

Establish what assessments and tests are used in school for children with Specific Learning Difficulties. (Encourage liaison with the specialist teacher for Dyslexia within the school setting)

Resources and ideas suggested included some of the following:

Resource	Author/Publisher
Dual Purpose Reading Rulers	Crossbow
High Frequency Word Games	Crossbow
Ace Dictionary	David Mosley
High Interest, low reading age books	Barrington Stoke
Stories for teenagers	Barrington Stoke
Trackers	Oxford Reading Tree

Resources and suggested materials include:

- Peer,L and Reid,G. - An Introduction to Dyslexia, David Fulton, 2003
Reid, G and Wearmouth, J - Dyslexia and Literacy, Theory and Practice, Open University, 2004.
Neanon, C - Identify and Support Children with Dyslexia, LDA
Diagnosing Reading Difficulties, City and County of Swansea
Sound Linkage - Test of Phonological Awareness, P.Hatcher, Whurr
Reid,G. Dyslexia, Wiley, 2003
Reid,G. Dyslexia, A Practitioner's Handbook, 2nd Ed. 1998.
Backhouse, G. and Morris, K. Dyslexia? Assessing and Reporting, 2005
Reason, R and Boote, R. Helping Children with Reading and Spelling, Routledge, 1999
Clipson - Boyles, S. Supporting Language and Literacy 3-8 yrs, David Fulton, London, 2001

Fox,G and Halliwell, M. Supporting Literacy and Numeracy, David Fulton, London, 2000

Session: 3	Date: 15/10/10
Focus: Multi-sensory teaching Language Programmes Reading and Spelling	Outcomes: Knowledge of how to develop activities through the use of multi-sensory approaches. Knowledge of a variety of sequential, structured, language programmes. Understanding of the way reading and spelling develop and the range of difficulties experienced

Sarah Davies

The Specific Difficulties of the Dyslexic Learner

Multi-sensory Learning and Reading

Linking Phonological Awareness Training into Reading

Speeding up Reading

Activity : - introduce reading cards

Language Programmes

We looked at a range of programmes for support including:-

Alpha to Omega (updated by Dyslexia Action)

The Hickey Multi-sensory Language Course (Whurr)

Beat Dyslexia (LDA)

Soundworks (Open school)

Units of Sound (LDA)

P.A.T- Phonological Awareness Training

THRASS (Collins)

Sound Linkage (Whurr)

Bangor Dyslexia Teaching System (Whurr)

Toe by Toe (Cowling)

Active Literacy Kit (Dyslexia Action Language Programmes)

We looked at a range of programmes for support including:-

Alpha to Omega (updated by Dyslexia Action)
The Hickey Multi-sensory Language Course (Whurr)
Beat Dyslexia (LDA)
Soundworks (Open school)
Units of Sound (LDA)
P.A.T- Phonological Awareness Training
THRASS (Collins)
Sound Linkage (Whurr)
Bangor Dyslexia Teaching System (Whurr)
Toe by Toe (Cowling)
Active Literacy Kit (Dyslexia Action)

Reading and Spelling:

Focus: the development of skills required for reading and spelling

How do children learn to read

What skills are required for spelling

The Development of Reading skills - taken from **Helping Children with Reading and Spelling** - Rea Reason and Rene Boote, Routledge, London, 1999

Using a blank version of suggested development of reading place statements under the headings Meaning/Phonics/Fluency - group activity

Spelling - focus on the features of spelling development

Strategies for spelling - NLP, SOS (Hickey)

This session is intended to be a foundation for further study.

Group activity and task:

Read chapter using skimming and scanning - increase stress factors (encourage empathy with children who find this situation stressful in daily learning activities)

Session: 4	Date: 4/11/10
Focus: Language and Literacy Phonological Awareness	Outcomes: Understanding of the importance of oracy. Knowledge of the importance of the development of phonological awareness. Awareness of a range of multi-sensory strategies/approaches to support pupils.

Sarah Davies

The importance of spoken language in literacy

Phonological Awareness

Video - Early Intervention: Support and Strategies (City and County of Swansea)

Games and resources to support the development of phonological awareness

Language and Learning:

Focus on the importance of the development of communication skills

Task: Identification development and difficulties

Group Discussion: Why do we need to develop good communication skills?
What difficulties do children experience in developing communication skills?

Developing Phonological Awareness:

Focus: Development of rhyme, alliteration, segmentation, blending, syllabification, phonics and onset and rime.

Activity and Task:

Hatcher's phonic awareness assessment - focus on the way in which we carry out this assessment and what it tells us about phonological awareness.

Video Activity:

Early Intervention: Phonological Awareness - Pontybrenin Primary School, 2002

Focus - Participation/Strategies

Games and Resources: A range of games and strategies were demonstrated including the following:

Activity	Resources
Listening lotto	LDA Alphabet Letters
Rhyming Lotto/bingo/pelmanism	Magnetic/wooden letters
Limericks and Raps	Blend/Alphabet Poems - SMART KIDS
Nonsense Rhymes	Chunks - SMART KIDS
Alliteration books	CVC Word Builder
Alphabet cards	Onset and Rime Word Builder
Phonic Fans	Rhyme Lotto - LDA
Alphabet Arc/rainbow	Syl la bi fi ca tion - SMART KIDS
Using puppets	Flip Books
Multi-sensory activities - shaving foam, sand etc.	Listen, Think and Do - LDA
	Helping Young Children Listen - Resource Pack
	Helping Young Children with Steady Beat
	Listening Skills - LDA
	Smart Chute - SMART KIDS
	Spingoes - Crossbow

Activity and Task: Prepare for next session

Practise and use Hatcher's Phonological Awareness Test - feedback during next session.

Plan and design a game to support the development of some aspect of phonological awareness - feedback ideas next session

Suggested resources and materials included:

Broomfield, H. and Combley, M, *Overcoming Dyslexia, A Practical Handbook in the Classroom*, Whurr, London, 1997

Wilson, A. *Supporting Speaking and Listening*, David Fulton, London, 2004

Nash, M, *Language Development*, David Fulton, London, 2003

Layton, L; Deeny, K and Upton, G. *Sound Practice, Phonological Awareness in the Classroom*

DFes, *Progression in Phonics*, 1999

Reason, R and Boote, R. *Helping Children with Reading and Spelling*, Routledge, 1999

Sounds Abound, Lingui Systems, 1993

Session: 6	Date: 9/12/10
Focus: Supporting Pupils with Specific Needs in Numeracy Using Games and Puzzles Designing a game	Outcomes: Understanding of a range of difficulties experienced. Knowledge of a range of strategies used to support pupils.

Cheryl Jones

Suggested additional reading and resources:

DFES Publications, *Guidance to support pupils with dyslexia and dyscalculia*, Crown, 2001

Aplin, R. *Assisting Numeracy*, Beam,

Chin, S.J. and Ashcroft, J.R. *Mathematics for Dyslexics. A Teaching Handbook*, Whurr, 2nd Ed. 1993

Clayton, P. *How to Develop Numeracy in Children with Dyslexia*, LDA, 2003

El-Naggar, O. *Specific Learning Difficulties in Mathematics - a Classroom Approach*, 1996.

Henderson, A. *Maths for the Dyslexic*, David Fulton, London, 1998

Fox, G and Halliwell, M. *Supporting Literacy and Numeracy*, David Fulton, London, 2000

Activity and Task: Prepare for next session

Plan and design a game to support numeracy - think about the age, ability and interests of the pupil.

Session: 5	Date: 24/11/10
Focus: Removing barriers to learning Ideas and strategies - Literacy	Outcomes: Knowledge of a range of multi-sensory approaches that remove barriers to learning.

Sarah Davies

Barriers to Learning:

Approaches to Learning - multi-sensory teaching and learning/ inclusion

An overview which looked at aspects of some of the following :

Mindmapping

Brain Gym

Study skills

VAK

ALPS

Thinking Skills

Learning to learn

Video: Multi-sensory teaching, Manselton Primary School, City and County of Swansea, 2003

Co-ordination Difficulties: The role of the cerebellum - ref; to DEST/DST and the work of Fawcett and Nicolson : focus on the aspects of balance, fatigue, developing gross and fine motor skills, handwriting (work of Kirby and Drew, Dyscovery Centre, Cardiff)

DCD Working Group in Swansea

Activity and task: Prepare and bring to next session

Plan and design a game to support literacy - feedback during next session

Resources and suggested materials included:

Ballinger,E; The Learning Gym- Fun Activities for success in school
Hardwick, A.J; Making Sense of the First 90 Words, 1995
Write Dance, Ousseren, R, Lucky Duck,
Alston, J; Writing Skills, NASAN
Stewart, M and H, Left Hand Writing Skills, Robinswood, Stourbridge, 2005.
Co-ordination Skills Packs, DCD Working Group, 2003
Portwood,M; Dyslexia and P.E. David Fulton, London,2003
Nash-Worthan, M and Hunt, J; Take Time, Robinswood, Stourbridge (reprint 2003)
Call, N; The Thinking Child, Network Ed. Press, Stafford, 2003
Cowley,S, Getting the Buggers to Think, Continuum, London, 2004
Ginnis, P; Teacher's Toolkit, Crown, Carmarthen, 2002
Smith, A and Call,N; The Alps Approach, Network, Stafford, 2001
Buzan,T - Mindmaps for Kids, Thorsons, London, 2003
Hoffman,E and Handford,Y - Mindmapping in Primary Classrooms, Cheshire, 2004

Session: 7	Date: 13/1/11
Focus: Support through the use of ICT Introduction and overview Workshop Plenary (feedback on ICT resources)	Outcomes: Awareness of how one school uses ICT to support pupil's with dyslexia. Knowledge of a range of resources available to support pupils.

Venue: Penyrheol Comprehensive School

Guest Speaker: Sheila Lewis, SENCO, Penyrheol Comprehensive

An opportunity to share good practice.

Resources included:

Talking word processor - e.g. Textease, Clicker plus

Mind mapping programmes - e.g. Kidspiration, Inspiration, Mind manager

Text prediction - e.g. Penfriend XP, TEXThelp,

Word banks - e.g. Clicker, Word bar

Spelling software/practice programmes - e.g. Wordshark, Starspell, Gamz, Lexia, Units of Sounds

Number practice programmes e.g. Numbershark, Zoombinis Adventures

Other technology demonstrated:

Alphasmart Boards

Spell chaeckers

Voice recorder

Scanning/ Reading pens

Additional Information:

Kaufman,C and Whiting,B, REM/BDA, A parents Guide to Using Computers with Dyslexic Children

Achieving Dyslexia Friendly Schools Pack, BDA

Keates, A. Dyslexia and Information Communications Technology

Suggested website: www.bda-dyslexia.org.uk
www.numbershark.co.uk
www.logo.com
www.donjohnston.co.uk
www.dyslexic.com

Activity and Task: Prepare for next session.

*Find out about the way in which ICT is used to support children's learning in school.
Identify resources and software available in school.*

Session: 8	Date: 25/1/11
Focus: Behaviour, Language and Learning. Self-esteem and dyslexia Using language to promote learning Strategies for success	Outcomes: Understanding of the difficulties experienced by pupils Knowledge of language and strategies that build self-esteem.

Cheryl Jones

Maslow's hierarchy of human needs

Self-esteem and dyslexia

Using language to promote learning

Strategies for success

Circle time

Suggested resources and materials included:

Bliss, T; Robinson, G and Maines, B Developing Circle time, Lucky Duck, 1999

Bliss, T and Tetley, J, Circle time, 4th ed. 1999

Davies, G. Six Years of Circle Time, Lucky Duck, 1999

Session: 9/10 (full day)	Date: 10/2/11
Focus: Dyslexia Friendly schools Planning for support Recording progress Video Parent partnership Games to support literacy Feedback session	Outcomes: Awareness of the role of parent partnerships. Understanding of planning and record keeping. Opportunity to share practice and ideas used in supporting children with dyslexia. Knowledge of structuring a support session.

Sarah Davies and Cheryl Jones

Planning for support:

Focus on structure of support sessions including - recording progress, lesson plans, evaluations, teaching diary,

Video Activity - an example of a dyslexia support session

Penyrheol Primary School, City and County of Swansea

Parent partnership - SNAP, BDA

Dyslexia Friendly Schools/ Classrooms - multi-sensory and inclusive approaches

Video: an example of DFS - Pen-y-fro Primary, City and County of Swansea

'Share and Tell' session - Games and activities used to support pupils

Additional Resources and suggested materials included:

Moore, K and Marshall, S; *Make your Classroom Dyslexia Friendly*, Desktop Pub. Lincs, 2000

Moore, K; *Make your Secondary Classroom Dyslexia Friendly*, Desktop Pub. Lincs. 2000

BDA, *Achieving Dyslexia Friendly Schools Pack*

Neanon, C - *Identify and Support Children with Dyslexia*, LDA

Dyslexia - Successful Inclusion in the Secondary School, Chapter 19, Dyslexia Friendly Schools, Neil Mackay.

Call, N; The Thinking Child, Network Ed. Press, Stafford, 2003

Cowley, S, Getting the Buggers to Think, Continuum, London, 2004

Ginnis, P; Teacher's Toolkit, Crown, Carmarthen, 2002

Smith, A and Call, N; The Alps Approach, Network, Stafford, 2001

Websites: www.snapcymru.org

www.bda-dyslexia.org.uk

Book List 2008/2009

Alston, J; Writing Skills, NASAN

Arnold, N, Bulging Brains, Scholastic, 1999

Augur, J (1981). This book doesn't make sens cens sns scenes sense, Whurr.

Backhouse,G and Morris,K; Dyslexia? Assessing and Reporting, 2005

Ballinger,E; The Learning Gym

British Dyslexia Association, Dyslexia in Primary Schools, Assessment into Action.

British Dyslexia Association, Dyslexia Handbook.

British Dyslexia Association, Achieving Dyslexia Friendly Schools Pack

Bliss, T, Robinson,G and Maines,B; Developing Circle Time, Lucky Duck, 1999

Bliss,T and Tetley, J Circle Time (4th Ed.) 1999

Bloomfield H and Combley M (1997). Overcoming Dyslexia: A Practical Handbook for the Classroom, Whurr.

Buzan,T, Mindmaps for Kids, Thorsons, London, 2003

Call,N; The Thinking Child, Network Ed. Press, Stafford, 2003

Chinn, S J and Ashcroft, J R (1993). Mathematics for Dyslexics. A Teaching Handbook, Whurr.

Clayton, P (2003). Develop Numeracy in children with Dyslexia, LDA

Clipson-Boyles, S; Supporting Language and Literacy 3-8 years, David Fulton, London

Combley, M (2001). The Hickey Multisensory Language Course (3rd edition), Whurr.

- Cowling, K and H (1993).** Toe by Toe, (Tel: 01274 598807).
- Cowley, S;** Getting the Buggers to Think, Continuum, London, 2004
- Davies,G** Six Years of Circle Time, Lucky Duck, 1999
- DFES,** Learning and Teaching for Dyslexic Children, Crown, 2005
- DFES,** Progression in Phonics, Crown, 1999
- El-Naggar, O (1996).** Specific Learning Difficulties in Mathematics - a Classroom Approach, NASEN.
- Fox,G and Halliwell,M;** Supporting Literacy and Numeracy, David Fulton, London, 2000
- Ginnis,P;** Teacher's Toolkit, Crown, Carmarthen, 2002
- Griffiths, E (1994).** O Gam I Gam, Pecyn Dysgu Darllen, CAA.
- Henderson, A (1998).** Maths for the Dyslexic, David Fulton Publishers.
- Hoffman, E and Handford,Y;** Minmapping in Primary Classrooms, Chesire, 2004
- Hoffman, E ;** Introducing Children to Mind mapping, Cheshire, 2001
- Hoffman, E ;** Introducing Children to their Senses , Cheshire, 2002
- Hoffman, E ;** Introducing Children to their Intelligences, Cheshire, 2001
- Hornsby, B (1984).** Overcoming Dyslexia, Vermilion (Ebury Press).
- Hornsby, B and Shear F (1993).** Alpha to Omega (Fourth Edition), Heinemann.
- Layton,L, Deeny,K and Upton,G;** Sound Practice, Phonological Awareness in the Classroom
- Lorenz,S;** Effective In-class Support, David Fulton, London, 2001

Nash-Worthington, M and Hunt, J; (reprint 2003) Take time, Robinswood, Stourbridge

Nash, M; Language Development, David Fulton, London, 2003

Neenan, C (2002). Identify and Support children with Dyslexia, LDA

Ott, P (1997). How to Detect and Manage Dyslexia, Heinemann.

Peer, L and Reid, G. (eds) (2001). Dyslexia: successful inclusion in the secondary school. David Fulton Publishers

Peer, L and Reid, G. (2003) An Introduction to Dyslexia, David Fulton

Portwood, M.(2003) Dyslexia and P.E., David Fulton Pub.

Reason, R and Boote, ; Helping Children with Reading and Spelling, Routledge, 1999

Reid, G (1998). Dyslexia: A Practitioner's Handbook, Wiley Publishers.

Reid, G. (2004) A complete guide for parents,

Reid, G and Wearmouth, J. (2002) Dyslexia and Literacy, Wiley

Stirling, E G (1995). Help for the Dyslexic Adolescent, St David's College, Llandudno.

Wilson, A; Supporting Speaking and Listening, David Fulton, London, 2003

