### Supporting Pupils with Dyslexia

#### Outline of course programme

**2010-2011**

#### An Overview of Course Programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Presenter</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 16(^{th}) September 9 – 12</td>
<td>What is dyslexia? Cheryl Jones Clydach</td>
<td>Clydach</td>
<td></td>
</tr>
<tr>
<td>Thursday 30(^{th}) September 9 – 12</td>
<td>Assessment and observation Cheryl Jones Clydach</td>
<td>Clydach</td>
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<tr>
<td>Friday 15(^{th}) October 9 – 12</td>
<td>The importance of oracy Cheryl Jones Clydach</td>
<td>Clydach</td>
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<tr>
<td></td>
<td>Phonological Awareness</td>
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<td></td>
<td>Language programmes</td>
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<td></td>
<td>Reading and spelling</td>
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<tr>
<td>Thursday 4(^{th}) November 9 – 12</td>
<td>Multi-sensory teaching Cheryl Jones Clydach</td>
<td>Clydach</td>
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</tr>
<tr>
<td>Wednesday 24(^{th}) November 9 – 12</td>
<td>SpLD and Barriers to Learning Hayley Lervy Clydach</td>
<td>Clydach</td>
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<tr>
<td></td>
<td>Creating games to support literacy</td>
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</tr>
<tr>
<td>Thursday 9(^{th}) December 9 – 12</td>
<td>Strategies to support numeracy Clydach</td>
<td>Clydach</td>
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<td></td>
<td>Cheryl Jones /Judith Parvin</td>
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</tr>
<tr>
<td>Thursday 13(^{th}) January 9 – 12</td>
<td>Behaviour, language and learning Cheryl Jones Clydach</td>
<td>Clydach</td>
<td></td>
</tr>
<tr>
<td>Tuesday 25(^{th}) January 9-12</td>
<td>ICT Sheila Lewis Penyrheol Comprehensive</td>
<td>Penyrheol Comprehensive</td>
<td></td>
</tr>
</tbody>
</table>
| Thursday 10\textsuperscript{th} February | Partnership with parent
The Dyslexia Friendly Classroom
Strategies specific to case study and recording progress
Workshop - sharing ideas
Sarah Davies and Cheryl Jones |
<table>
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<tbody>
<tr>
<td>9 - 4</td>
<td>Clydach</td>
</tr>
</tbody>
</table>
**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
Neanon, C - Identify and Support Children with Dyslexia, LDA
BDA Dyslexia Handbook
N.Arnold – Bulging Brains Scholastic 1999
Hoffman, E and Handford, Y - Mindmapping in Primary Classrooms, Cheshire, 2004
Hoffman, E - Introducing Children to their Amazing Brains, Cheshire, 2002
Hoffman, E - Introducing Children to Mind Mapping, Cheshire, 2001
Lorenz, S - Effective In-class Support, David Fulton, London, 2001
<table>
<thead>
<tr>
<th>Session: 2</th>
<th>Date: 30/10/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong> Observation and Assessment</td>
<td><strong>Outcomes:</strong> Awareness of the why and how we observe and assess pupils with dyslexia.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Author/Publisher</th>
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</thead>
<tbody>
<tr>
<td>Dual Purpose Reading Rulers</td>
<td>Crossbow</td>
</tr>
<tr>
<td>High Frequency Word Games</td>
<td>Crossbow</td>
</tr>
<tr>
<td>Ace Dictionary</td>
<td>David Mosley</td>
</tr>
<tr>
<td>High Interest, low reading age books</td>
<td>Barrington Stoke</td>
</tr>
<tr>
<td>Stories for teenagers</td>
<td>Barrington Stoke</td>
</tr>
<tr>
<td>Trackers</td>
<td>Oxford Reading Tree</td>
</tr>
</tbody>
</table>

Resources and suggested materials include:

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

The Specific Difficulties of the Dyslexic Learner  
Multi-sensory Learning ad 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)

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<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
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<tr>
<td>3</td>
<td>15/10/10</td>
</tr>
</tbody>
</table>

**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
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:

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

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:

Wilson, A. Supporting Speaking and Listening, David Fulton, London, 2004
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
<table>
<thead>
<tr>
<th>Session: 6</th>
<th>Date: 9/12/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus:</td>
<td>Outcomes:</td>
</tr>
<tr>
<td>Supporting Pupils with Specific Needs in Numeracy</td>
<td>Understanding of a range of difficulties experienced.</td>
</tr>
<tr>
<td>Using Games and Puzzles</td>
<td>Knowledge of a range of strategies used to support pupils.</td>
</tr>
<tr>
<td>Designing a game</td>
<td></td>
</tr>
</tbody>
</table>

Cheryl Jones

**Suggested additional reading and resources:**

- Aplin, R. *Assisting Numeracy*, Beam,
- Clayton, P. *How to Develop Numeracy in Children with Dyslexia*, LDA, 2003
- 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.*
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
- Ousseren, R, Lucky Duck, Alston, J; *Writing Skills*, NASAN
- Call, N; *The Thinking Child*, Network Ed. Press, Stafford, 2003
- Ginnis, P; *Teacher's Toolkit*, Crown, Carmarthen, 2002
- Smith, A and Call, N; *The Alps Approach*, Network, Stafford, 2001
**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 checkers
- Voice recorder
- Scanning/ Reading pens

**Additional Information:**
- 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.
<table>
<thead>
<tr>
<th>Session: 8</th>
<th>Date: 25/1/11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Outcomes:</strong></td>
</tr>
<tr>
<td>Behaviour, Language and Learning.</td>
<td>Understanding of the difficulties experienced by pupils</td>
</tr>
<tr>
<td>Self-esteem and dyslexia</td>
<td>Knowledge of language and strategies that build self-esteem.</td>
</tr>
<tr>
<td>Using language to promote learning</td>
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</tr>
<tr>
<td>Strategies for success</td>
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</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Focus:</th>
<th>Outcomes:</th>
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<tbody>
<tr>
<td>Dyslexia Friendly schools</td>
<td>Awareness of the role of parent partnerships.</td>
</tr>
<tr>
<td>Planning for support</td>
<td>Understanding of planning and record keeping.</td>
</tr>
<tr>
<td>Recording progress</td>
<td>Opportunity to share practice and ideas used in supporting children with dyslexia.</td>
</tr>
<tr>
<td>Video</td>
<td>Knowledge of structuring a support session.</td>
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<tr>
<td>Parent partnership</td>
<td></td>
</tr>
<tr>
<td>Games to support literacy</td>
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<tr>
<td>Feedback session</td>
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</table>

**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.

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**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

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**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
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


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


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


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


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.


Hoffman, E and Handford, Y; Minmapping in Primary Classrooms, Cheshire, 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


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


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


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


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


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


