<u>**A Guide to Specific Interventions we offer at Claremont School**</u>

<u>**Literacy Based**</u>

Lexia

Lexia Reading Core5 is an on-line reading programme which targets phonics so can also help spelling. It enables pupils to work at their own pace; they are automatically placed at the proper level and work independently on the on-line activities to develop their skills in the six areas of reading. The program provides explicit, systematic, and adaptive learning, scaffolding students as they struggle and advancing them to higher levels as they demonstrate proficiency.

When students begin using Core5, they are automatically placed at the proper skill level. Each student moves at his or her own pace and can progress independently to higher levels. If the student struggles in a particular activity, the program provides a level of scaffolding, removing some of the answer choices and stimuli on the screen. Once the student demonstrates that they understand the skill in the scaffolded level, they have the opportunity to try the initial activity again. If the student continues to struggle, the program provides explicit instruction on the concepts and rules of the skill, allowing the student to demonstrate proficiency and then return to the scaffolded level and standard-level activities. If the student continues to struggle within the explicit instruction, the teacher is notified and provided with the data and resources for direct instruction on that particular sub-skill.

Students move through the levels of the program where they are engaged and motivated by activities that take students on a journey around the world, visiting locations such as a Japanese Garden, the Great Barrier Reef, or the Swiss Alps. Each level of the program unlocks a new, exciting setting and introduces new characters that are representative of each region. Students' learning within the program is self-directed, as they decide which activities to complete as they work through the rigorous scope and sequence.

Each time a student completes a level within Lexia Reading Core5, the teacher is notified and can then access a customized Certificate of Achievement to recognize the student's accomplishment. The certificates, which can be printed and presented by the teacher or principal, help to celebrate student success throughout the school and keep students motivated.

Nessy

Nessy is a computer program designed to improve reading and spelling by giving children a multi-sensory phonic program. It is primarily designed for children who are dyslexic, but can be used for any children with reading and spelling difficulties or delay.

Nessy has been designed to be language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. Language elements are taught directly and systematically in a highly structured, incremental system of sequential lessons. Typical lessons begin with activities that develop phoneme-grapheme recognition and blending, then advance to whole words and sentences. Spelling activities reinforce reading development. Teachers are given access to a comprehensive record of data, monitoring student performance over time.

Nessy aims to rebuild self confidence, rediscover self esteem and establish a love of learning. Nessy believes that when children laugh then learning becomes more memorable. Nessy learning begins with an assessment to identify areas of need. Once a student has set their own learning objectives, they watch a strategy or rule, that uses humour to reinforce memory. This knowledge is reinforced by a series of games that develop core skills in sequence: phoneme blending, word reading and spelling, rhyming and phonological skills, sentence reading, vocabulary and comprehension. Every

computer game is developed to provide a multi-sensory environment that ensures success - students, see, hear, do activities. Getting a question wrong is never punished but a student is always shown the correct answer. Learning success is motivated with rewards. Nessy programs are always set in an immersive environment, often with a story or quest to complete. This quest helps to maintain motivation and pace the learning to the students' needs.

Dyslexia-Friendly classroom

This means using strategies to help those with dyslexia throughout the classroom with all children.

Written material

- Where possible, print handouts on pastel-coloured paper rather than white.
- Use fonts such as Arial, Verdana, Tahoma, a minimum font size of 12/14.
- Double line spacing and a line between paragraphs makes text easier to read.
- Putting headings and important points in bold or highlight makes them easier to scan.
- Present written information as concisely as possible, using bullet points, images or diagrams when possible.
- 'Chunked' numbers are easier to copy and remember. For example, write 723512 as 72 35 12.

Environment

- Make sure everyone can see your face and vice versa.
- There may be a child who would benefit from sitting at the front of class (as reward not punishment) – especially if easily distracted.
- Consider using a buddy system.
- Try to minimise distractions, e.g. shut doors.
- Make sure all the children have enough room where seated, to maximise their ability to focus.

Presenting and / or giving instructions

- Give the 'big picture' at the beginning of the lesson.
- Give clear, step-by-step instructions. As a general rule, give no more than three pieces of information at one time, repeating the instructions as necessary.
- Check for understanding by asking children to explain what has been said.
- Using 'signalling' language can help clarify instructions e.g. "First; secondly, finally".
- Have key vocabulary for the lesson listed on the board.
- Use the whiteboard as little as possible for copying, use visual prompts to clarify explanations and use handouts where necessary.
- Encourage use of homework books with assignments and notes of what to bring the next day, and develop and stick to routines.

Study Strategies

- Encourage various ways of recording information e.g. mind maps, spider diagrams, bullet points.
- Use writing frames to help organise and get thoughts down on paper e.g. Story humps, mind maps, tables, linear plans.

- Provide coloured reading rulers for students who find words "jump around" and encourage the use of highlighters to pin point key information in text.
- Do not demand a complete re-write of work and create a 'checklist' of what to look out for. E.g. spelling errors, commas, full stops, capital letters, and apostrophes.
- Give time to organise equipment before lesson and clear away at the end.
- Allow enough time for participants to process information - whether reading, writing or verbal response task.

Spelling and handwriting

- Learning cursive script helps with hand writing and spelling.
- Use multi-sensory methods to reinforce letter writing e.g. interactive whiteboard/ ipads
- Teaching terms such as vowels, consonants, syllables, suffixes, prefixes can aid learning.
- Mnemonics can aid memory for spelling tricky words.
- Encourage spelling out loud using letter names and always allow time for repetition/over-learning.
- Touch typing skills/ rubber pen grips can help those with hand writing difficulties.

Confidence building

- Mark on content (not spelling) – tick what is right instead of crossing what is wrong.
- Do not minimise difficulties – recognise, understand and tackle.
- Set achievable targets.
- Encourage independent learning.
- Nurture strengths.
- Praise effort.

Touch Type Read and Spell (TTRS)

TTRS is a multi-sensory course that teaches touch-typing to help children improve their reading and spelling skills. TTRS has 24 levels, each with 31 modules. Every fifth module is a "dictation" module which removes the visual element and reinforces learning. It uses visual, auditory and kinaesthetic (touch) senses for a fully immersive learning experience. The TTRS course is based on education and learning research and is continually backed up by new papers. It is highly structured and is based on the wordlists of 'Alpha to Omega' and the work of 'Orton and Gillingham'. Each module is designed to be short in length with regular, positive feedback.

Spellodrome

Spellodrome is an on-line spelling program where children independently complete an array of activities, games and challenges with spelling. It can be customised by the teacher to focus on specific word lists. Children can take part in 'live Spellodrome' where they compete against other children in other schools or even countries.

Acceler- read/write

This is a highly effective intervention to improve spelling. It is performed using a talking computer and cards with carefully graded spelling patterns contained in sentences. The child reads the sentence, with help if necessary, until they are able to remember it and say it with the card taken away. The child types in the sentence and each word is 'spoken' by the computer as the spacebar is

pressed. The whole sentence is also 'spoken' once it has been completed. The child makes any necessary alterations until the sentence is completely correct. The child moves on to the next sentence and repeats the process. The child reads all four sentences once they have come to the end of a card. They try to identify any patterns which occur within the group of four sentences. (The child might need some help initially but our experience indicates that they will soon start to look for letter patterns themselves and might even spot them from the first sentence in the group of four.) At the end of each group of four sentences you can clear the screen and ask the child to try and remember as many words as they can from those sentences which have the same spelling pattern. They should type these into the keyboard and use immediate speech feedback to reinforce the patterns. The process continues until the 20 minutes are up when the child records their progress on the record sheet.

Sound Progress

This is termed a form of 'precision teaching'. Precision Teaching is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy and tailors teaching for children who are finding learning difficult. It provides high quality information about the rate of progress an individual is making and helps build fluency and automaticity. It involves short one minute tasks to build skills through regular practice. Through monitoring and carefully tracking the progress of an individual child, changes can be made within the programme to ensure that the individual child is learning as fast as they can.

Sound Progress is a programme for teaching phonemic skills for all children, particularly in KS1 and KS2. It is a way of achieving high levels of accuracy and fluency through regular short practise. This is particularly valuable with pupils who have long term persistent difficulties learning literacy (Dyslexia). The programme includes over 100 probes that use Precision Teaching to teach the 44 phonemes in the English Language based on the skills of blending phonemes, segmenting words, linking sounds to letters and letter combinations and auditory processing. It includes a complete assessment and analysis system for phonemic skills and a fully integrated set of non-word probes to support analysis, and help identify those using only visual strategies for reading and spelling.

Toe by Toe

This terms itself a 'Highly structured Multi-sensory reading manual for teachers and parents' and is designed for any children from year 3 upwards who are dyslexic or have reading difficulties. It is an immediate tool for the teaching of reading, delivered 1:1 for 15 minutes daily by a Teaching Partner or parent. It is methodical, gradual, finely structured and measurable and basically teaches synthetic phonics, taking the pupil right back to the beginning. It teaches a method of syllable division and uses a memory bonding technique. Pupils have their own book.

Stairway to Spelling

This intervention was created by the same authors as the above and works on those with persistent spelling difficulties. It focusses on the most used words in the English language using the look and say approach. It needs to be delivered by a teaching partner on a 1:1 basis for 15 minutes at least three times/week.

The Speed Up Program

This is a handwriting intervention designed for children in Year 5 whose handwriting is slow or poorly formed. It combines shoulder strengthening exercises, gross and fine motor control activities

to improve handwriting. It is delivered in a group of 3 children by a Teaching Partner, 3X/week for 8 weeks.

Write from the Start - Theodore Teodorescu

This handwriting programme develops the intrinsic muscles of the child's hand in order to gain the control required to form the necessary letter shapes and create appropriate spaces between words. It also develops the perceptual skills required to orient letters and organise the page. It consists of a creefully graded series of 410 graphic exercises to develop hand-eye coordination, form constancy, spatial organisation, figure-ground discrimination, orientation and laterality.

Write on Line

This is an age-appropriate word processing software package. It has a modern interface with built-in support tools including mind mapping, speech support, word prediction and wordbars. It is particularly useful for helping dyslexic pupils to write independently. It is used mainly from year 4 upwards.

Clicker 6

This is also a computer writing tool. What sets Clicker apart from other word processors is the extensive support it offers to emergent, developing and struggling readers and writers. Clicker Board provides Clicker users with a built-in planning tool to help them prepare for writing. Pupils can manipulate and link words, pictures and sounds, and benefit from key Clicker support features as they put their board together. Voice Notes enables pupils to record their own audio notes before they write. This gives them an opportunity to rehearse their sentences, and offers a powerful way for children to capture their initial thoughts and ideas. The realistic speech feedback encourages them to actively review and self-correct their work.