



Introduction and user guide for IDL Literacy



Multi-sensory

IDL uses sight, sound, touch, and voice to improve reading and spelling. Links are made between the visual, auditory and tactile pathways.

Individually tailored

IDL is automatically tailored to each individual. Pupils choose the colours they feel the most comfortable with.

Lines of text are in different colours, making tracking and finding your place easier.

Independent learning

Pupils can work independently, allowing for larger intervention groups.

The cloud is used to store pupil progress so they can work from any location - picking up where they left off.

Simple to use

IDL is very simple to use for both pupils and teachers. Words are repeated, often with missing letters, to develop visual memory.

Teachers will find it easy to monitor progress.

Brilliant results

Our schools confirm increases in reading and spelling ages of up to 2 years, with an average of 11 months, after only 26 hours' use.

One of the most notable improvements is with pupils' self-confidence, as their new skills are transferred to their classes and other areas of school life.

**IDL is wholly owned by
Ascentis
Lancaster Business Park
Caton Road
Lancaster
LA1 3SW**

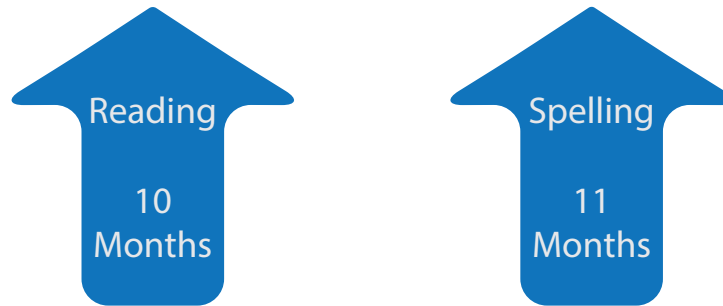
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Introduction

Welcome to the IDL specialist software program, designed to deliver highly effective literacy and dyslexia intervention. Owned by the awarding body Ascentis, IDL succeeds with both children and adults who have difficulties with reading and spelling. The success of the IDL system has been proven in schools and tuition centres, around the UK and overseas, for over 30 years.



Studies show an average improvement, after 26 hours' use of IDL, of 10 months in reading and 11 months in spelling.

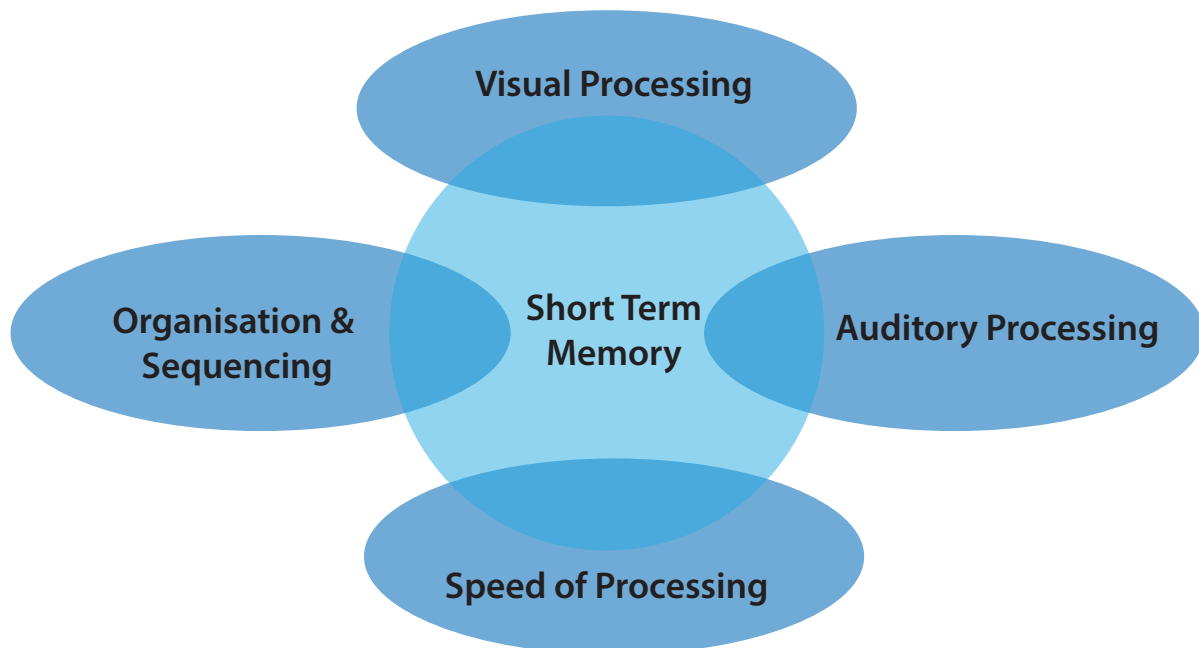
IDL methodology

Memory and processing issues

IDL combines a multi-sensory, structured approach with an accessible, stress-free user method.

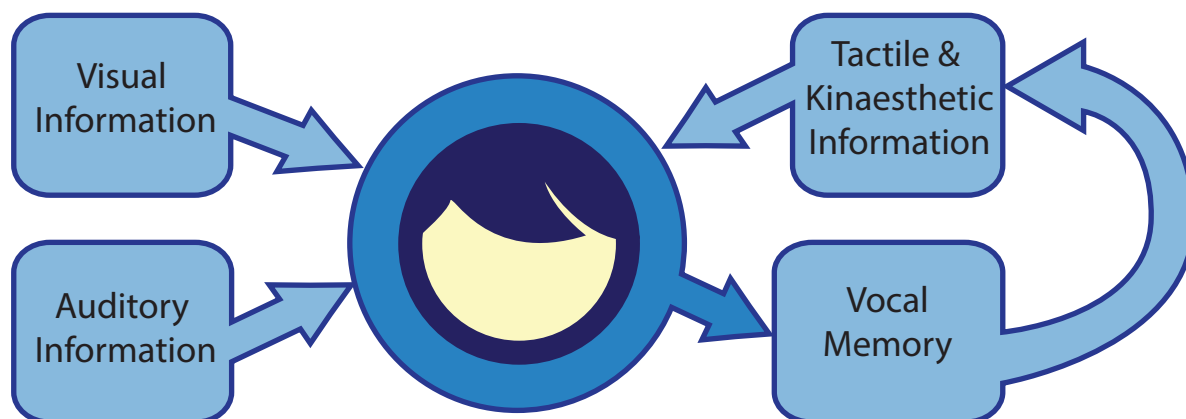
Multi-sensory approaches are effective because they address key areas, commonly associated with dyslexic-type difficulties.

These relate to processing and retention of information.



Multi-sensory learning

Multi-sensory learning methods allow information to be accessed via several sensory channels simultaneously. This maximises opportunities for effective processing and retention.



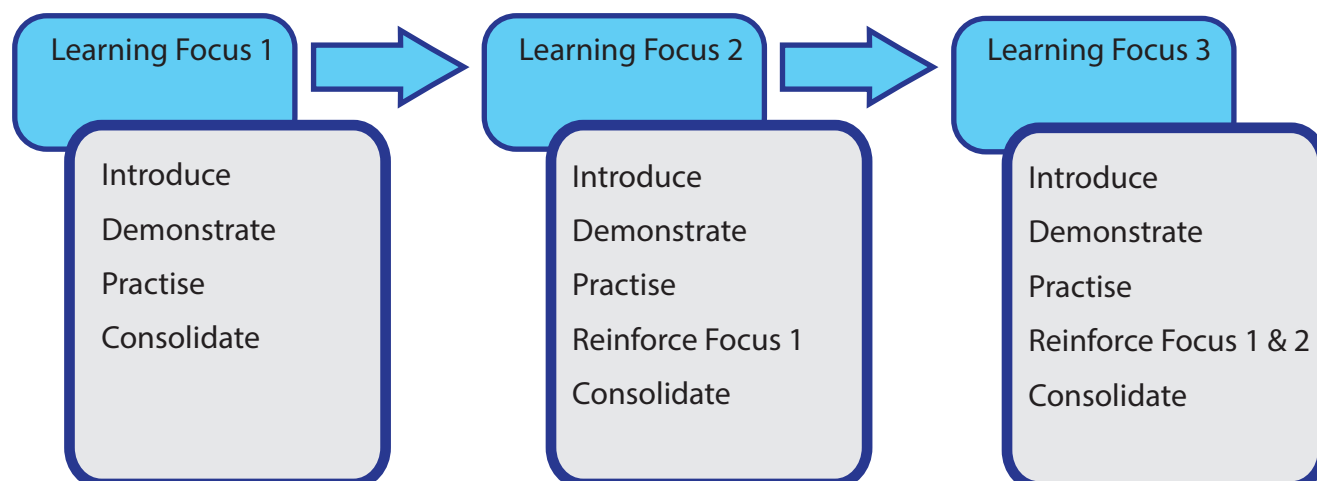
IDL incorporates sight, sound, touch and voice. Students see and hear the words, type and repeat, then read aloud and listen back.

Research suggests that information heard via one's own voice is absorbed more readily than via others' voices.

Structured learning

IDL is tightly structured to provide comprehensive and specific teaching, tailored to individual need. Sequenced modules contain lessons in sentence format with story themes, interspersed with spelling, grammar and punctuation exercises.

Following the Initial Test, Students' reading and spelling scores are entered to generate lessons at the appropriate level. Students then work through the lessons sequentially. Each learning focus is introduced, demonstrated, practised and consolidated before progressing to the next focus. Previous learning is continually reinforced throughout the programme.

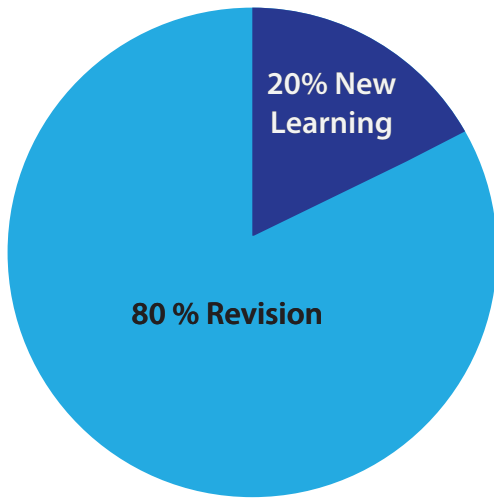


Overlearning and repetition

Specialist intervention for dyslexic-type difficulties will provide a very high level of repetition and 'overlearning' opportunity.

Each lesson should deliver approximately 80% revision of previously learnt material, with 20% new learning, to allow learning to be consolidated and, ultimately, transferred to long-term memory.

Lesson revision content

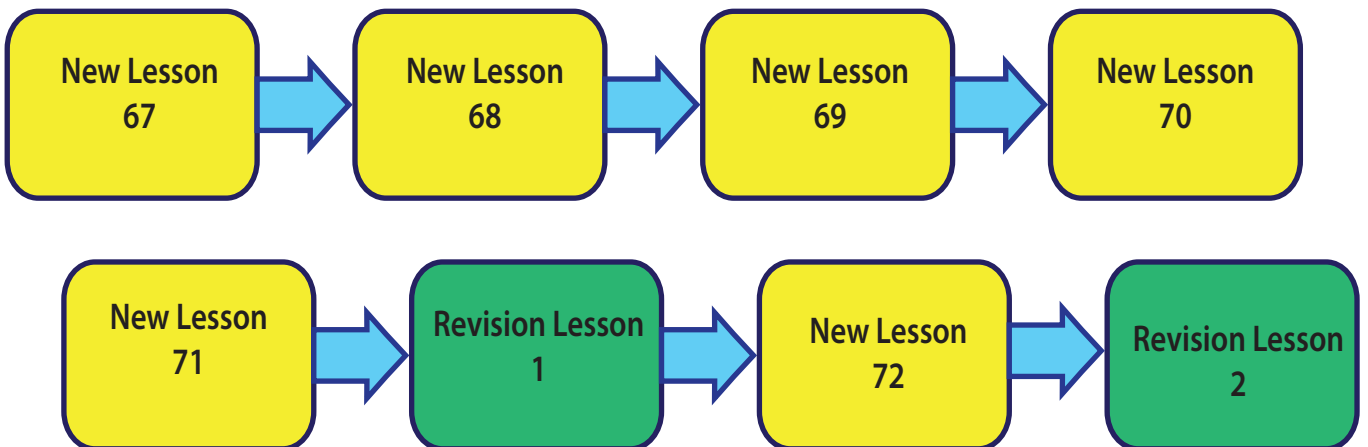


'Easy feel' lessons

This translates in lessons to just one or two words posing a challenge, per lesson. The remainder of the words will be read and spelt with relative ease, thereby developing fluency and confidence.

Revision lessons

Revision lessons will begin after a student has completed 70 lesson units. Each lesson is generated a second time, to be completed alternately with new lessons.



Revision lessons are an important opportunity for consolidation. They also demonstrate progress: typically any 'challenging' words in new lessons will be much easier, second time around.

IDL best practice

Tests

IDL uses a simple, short test for reading and spelling. The scores achieved for both tests are entered to allow progress to be measured. The spelling scores generate the appropriate level of lessons.

We recommend testing pupils one-to-one to allow tutors to note any signs of stress – for example, when a pupil begins to find spellings difficult – and to bring the test to a close where appropriate.

Further instructions for simple administration of the tests are given on the test sheet which can be printed from the program.

Supported learning

IDL is designed to be delivered as a supported programme.

Pupils will make best progress if a tutor is present to guide them and offer support and discussion as needed. It is usually helpful to listen as they read aloud and discuss any 'tricky' words identified.

Some pupils may need a period of one-to-one support as they start to use the program.

Following lesson sequence

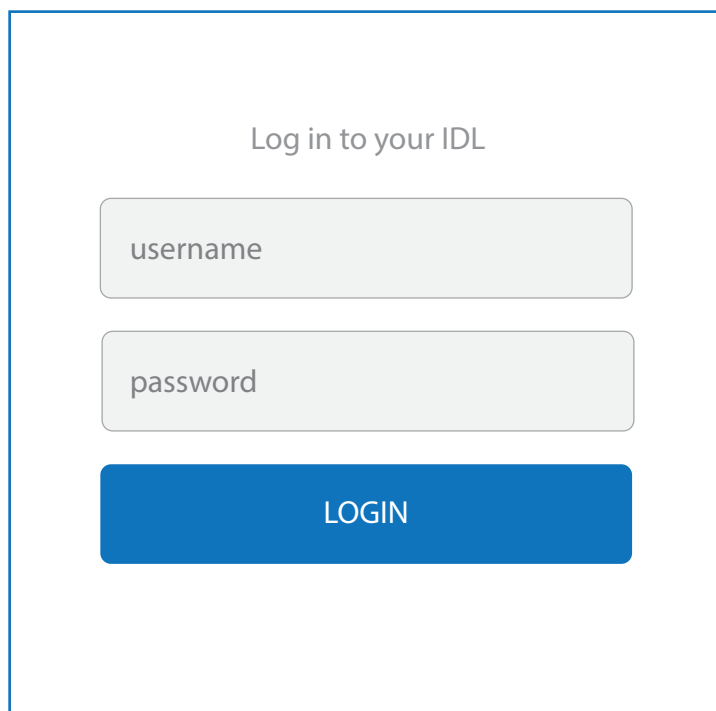
Best results will come from adhering to the sequence and structure provided. This is recommended to ensure that learning is cumulative and consolidated.

If you have not used IDL before, you may feel that a student should be working at a more challenging level, especially if their reading is quite fluent, but remember: it is designed to feel 'easy' and 'stress-free' for the pupil.

Getting Started

Initial sign in

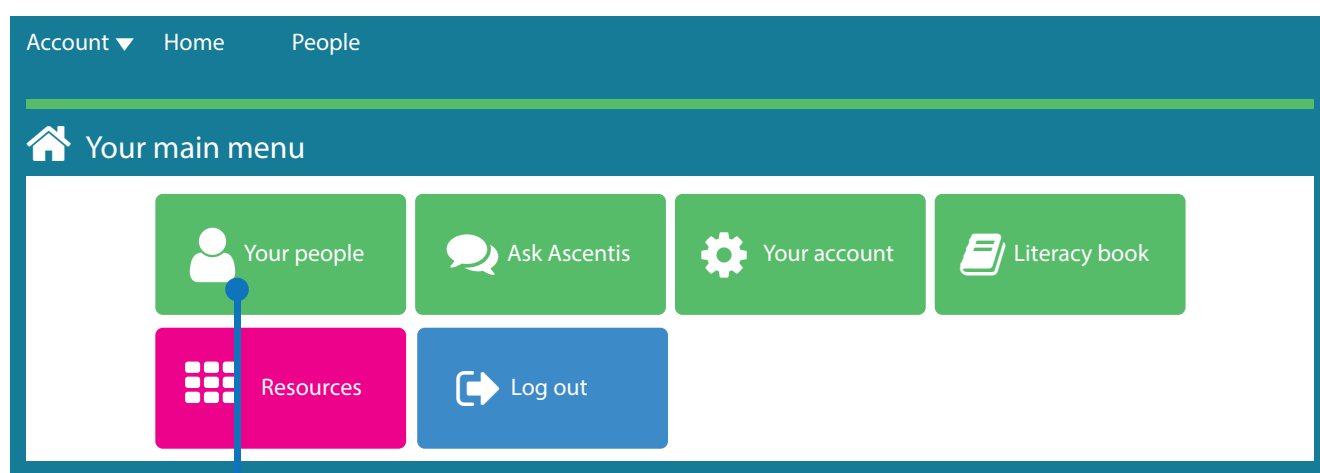
IDL can be accessed by opening Google Chrome (please ask if you are unsure about what this is) and visiting www.idlsgroup.com. Select 'my idl logon' at the top of the page. After loading the program in your browser you will be presented with a log in screen like the one shown here. Your teacher login details will be provided.



The screenshot shows a login interface with the title "Log in to your IDL". It contains two input fields: "username" and "password", both with light gray backgrounds and rounded corners. Below these fields is a prominent blue button with the text "LOGIN" in white, uppercase letters.

Teacher menu

Once logged in you will see the teacher menu shown below. We will go through all the options shown here later, but for now we will start adding the pupils who you wish to enrol on IDL Literacy. To do this click on the 'Your people' button.

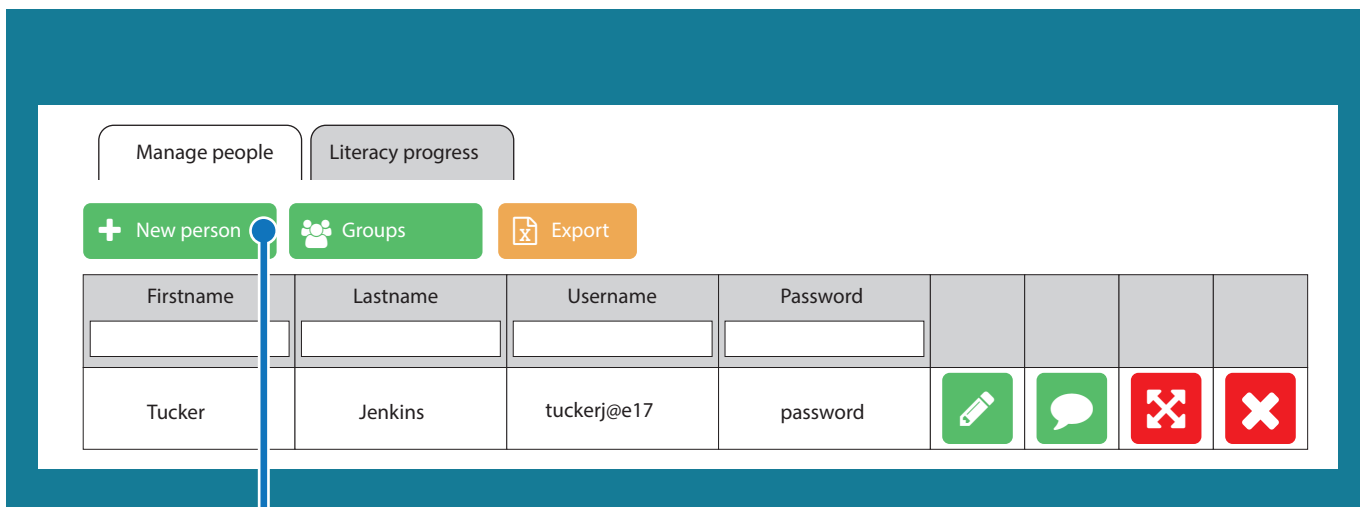


The screenshot displays the teacher menu interface. At the top, there is a navigation bar with "Account" (with a dropdown arrow), "Home", and "People". Below this is a section titled "Your main menu" with a home icon. The menu consists of six buttons: "Your people" (green, with a person icon), "Ask Ascentis" (green, with a speech bubble icon), "Your account" (green, with a gear icon), "Literacy book" (green, with a book icon), "Resources" (pink, with a grid icon), and "Log out" (blue, with a right-pointing arrow icon). A blue line with a dot at the end points from the "Your people" button to a callout box below.

Click 'Your people' to begin adding your pupils

Add pupil

The people page will present you with a list of all your participating pupils. To add a new pupil simply click on the 'New person' button.



The '**New person**' button will let you enter all the details you need to add your new pupil.

The 'New person' form contains the following fields and options:

- First name:
- Last name:
- Username:
- Password:
- Gender:
- Date of birth:
- Enrol for Literacy:

At the bottom of the form are two buttons: a green 'Save' button and an orange 'Cancel' button.

Callout 1 (Username): The 'Username' is what your pupil will use to log on. Just enter the first part. Eg tuckerj DO NOT ADD '@yourpostcode'. This is added automatically.

Callout 2 (Enrol for Literacy): Putting a tick in this box will automatically enrol this pupil for Literacy. Doing this when you first add the pupil will also schedule their initial test.

Test pupil

IDL includes a simple reading and spelling test that will be used to approximate your pupils' reading and spelling ages. This test will be used at the start of the course, to determine the best starting point for the pupil's abilities and also at intervals throughout the course in order to determine their improvement.

Account ▾ Home People

🏠 Your main menu

- Your people
- Ask Ascentis
- Your account
- Literacy book
- Resources
- Log out

The test can be viewed and printed from the '**Resources**' button on the main tutor menu. Print off a copy of the tests and follow the instructions provided to test each of your pupils on a one-to-one basis.

The spelling test results will be used to determine the pupil's starting point on the program. After taking a test you will need to enter the results. To do this click on the '**Literacy progress**' tab and open their timeline.

👤 People in all groups

Manage people Literacy progress

Groups Set a group test Change view Export

Firstname	Lastname	Start reading age	Tests	Activities	
Tucker	Jenkins	no data	0	0	Progress

Selecting '**Progress**' for each pupil will open up their timeline

Entering initial test score

Although the timeline is used to monitor pupil progress, it is also the place to enter test results. An orange box, like the one shown below means a test has been scheduled and it is waiting for you to enter results. Once the scores have been saved, the program will generate your pupil's initial reading and spelling ages. These scores are used to determine the best starting point on the program.

The screenshot shows a navigation bar with tabs: Timeline, Modules, Tests, ABC lessons, Spelling lessons, and All activities. Below the tabs are two main buttons: 'Placement test' and 'Add a test'. The 'Placement test' button is orange and contains the text 'Scheduled for Mon 18 December 2017'. The 'Add a test' button is red with a white plus sign. A yellow callout box with a lightbulb icon points to the 'Placement test' button and contains the text: 'As long as your pupil has an initial test scheduled like the one shown here then they're ready to go. Otherwise schedule an initial test using the **'Add a test'** button.'

The screenshot shows a form for entering test results. It has four input fields: 'Status' (with a dropdown menu showing 'Scheduled'), 'Reading score' (with the value '0'), 'Spelling score' (with the value '0'), and 'Test date' (with the value '02/07/2018'). At the bottom right are two buttons: 'Cancel' (orange) and 'Save' (green). A grey callout box with a blue border points to the 'Reading score' and 'Spelling score' fields and contains the text: 'Enter the number of correct words for both reading and spelling tests.'

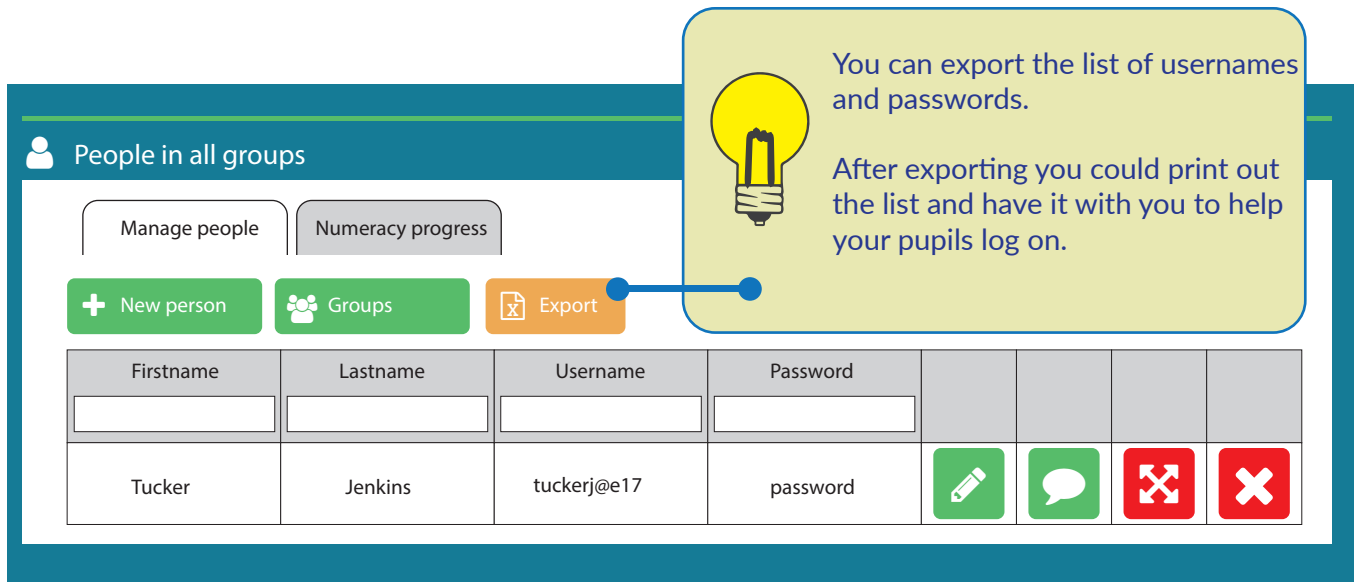
The program contains over 1000 lessons that range in reading and spelling abilities from 5 years to 15 years. The first time you enter a pupil's test score, their initial starting point on the program will be recorded. This ensures they are undertaking lessons appropriate to their abilities.

That's it! Your pupil can now sign in and start to use the program.

Pupil sign in

Once you've added all of your participating pupils, tested them and entered the test results onto their timeline, they will be able to log in and start the program.

If you need to see their log in details then go back to your list of pupils and you will see all of the usernames and passwords listed.



People in all groups

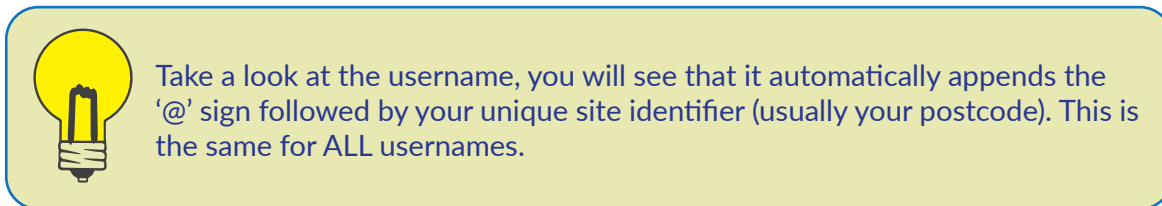
Manage people Numeracy progress

+ New person Groups Export

Firstname	Lastname	Username	Password				
Tucker	Jenkins	tuckerj@e17	password				

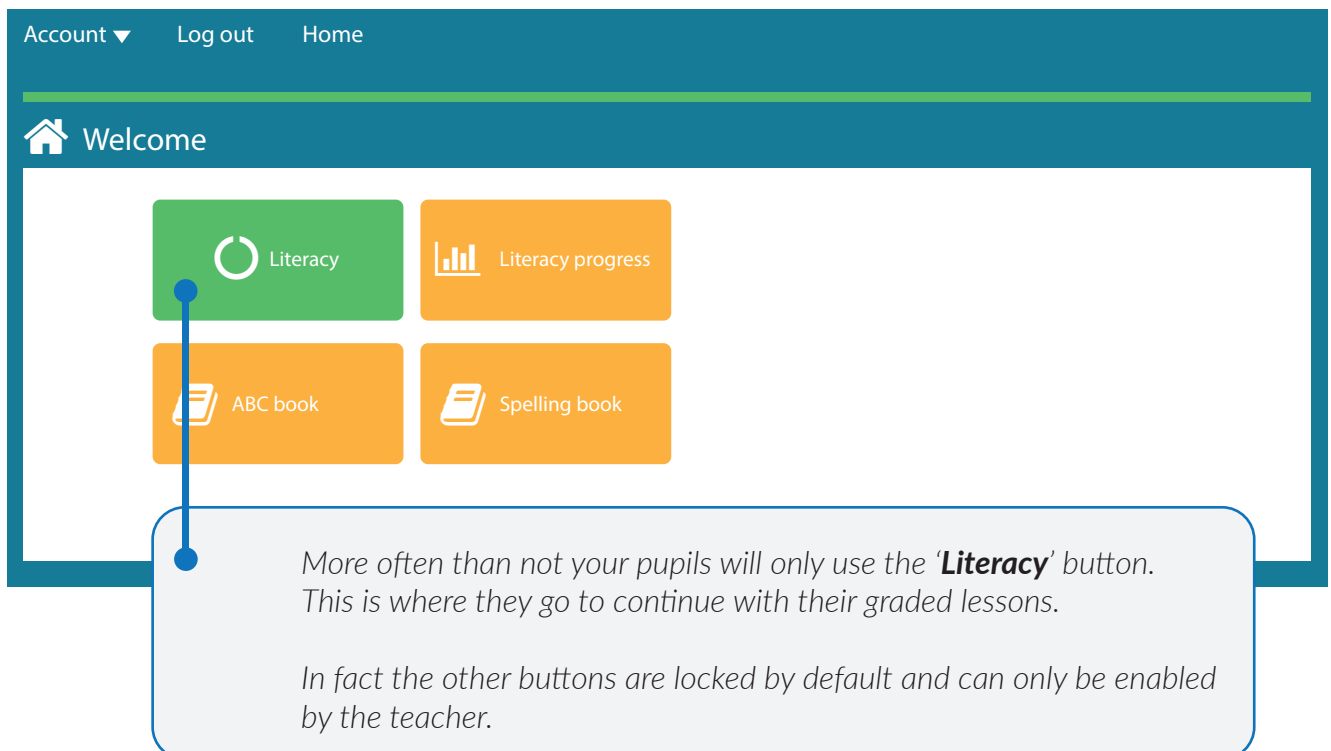
You can export the list of usernames and passwords.

After exporting you could print out the list and have it with you to help your pupils log on.



Take a look at the username, you will see that it automatically appends the '@' sign followed by your unique site identifier (usually your postcode). This is the same for ALL usernames.

After your pupils log on they will see the pupil menu shown below



Account ▼ Log out Home

Welcome

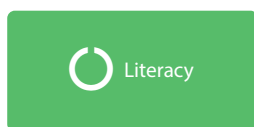
Literacy Literacy progress

ABC book Spelling book

More often than not your pupils will only use the **'Literacy'** button. This is where they go to continue with their graded lessons.

In fact the other buttons are locked by default and can only be enabled by the teacher.

Pupil start menu buttons



Used to continue progress on the program. Your lesson progress will be recorded.



Used to chart your progress on the program.



This is used to choose the colours for background and text that you are most comfortable with.



Gives you the option to try any lesson on the program. Progress is not recorded when trying lessons here.



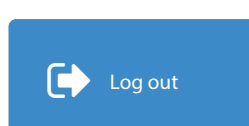
These lessons do not form part of the structured program. They are uppercase lessons.



Subject specific spelling exercises. Not part of the main program, but a useful optional resource.



These are keyboard exercises that will help with touch typing.



Exit the program.

Getting your pupil started - choosing colours for their work area

Before a pupil starts using the program, they should choose the text and background colours that they feel most comfortable with.

Visual processing difficulties and/or visual stress can often contribute to reading difficulties. Blurring, movement of words and difficulty with tracking may be some of the problems experienced. Black text on a white background may be particularly difficult to see comfortably.

Pupils select the background colour that they are most comfortable with. The selected colour will be set up as the background screen for the pupil's working area on IDL. They can also select the text colours. Some pupils may find one or more of the default text colours problematic. For example, they may have too much or too little contrast with the background colour.

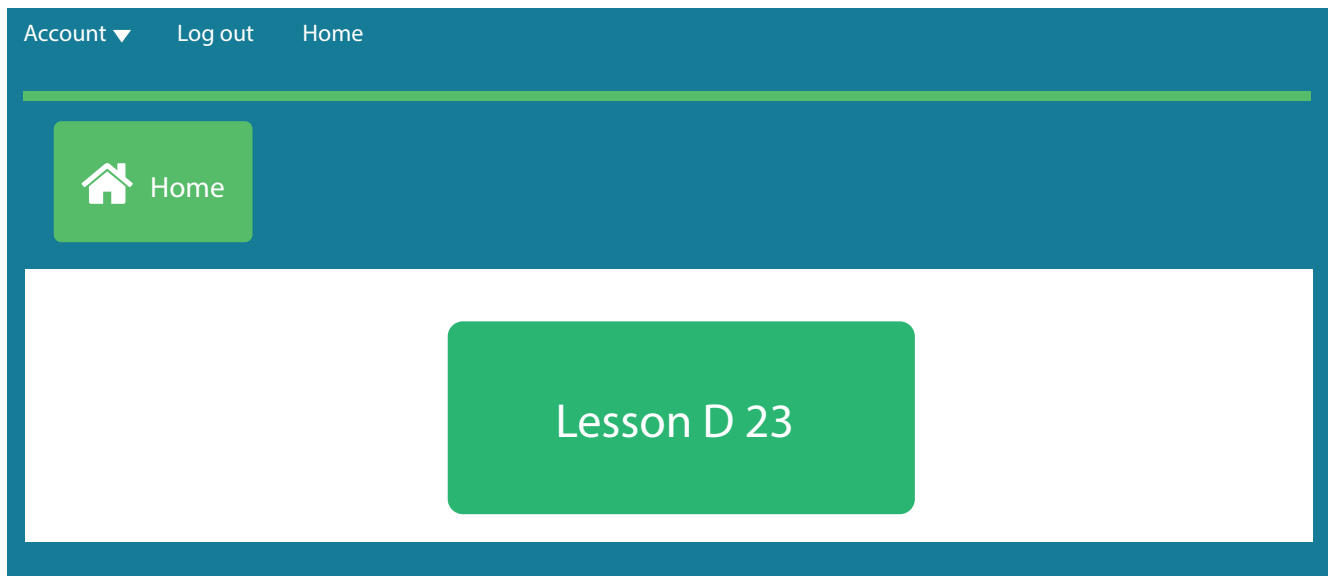
The choice of colours is highly individual: what is comfortable for one pupil may be uncomfortable for another.



Before they start, choose their colours carefully. Choosing three different colours helps your pupil distinguish between lines of text. It also allows them to see any errors as they type.

A typical IDL lesson

Once your pupil has chosen the right colours they are ready to start. Clicking the 'Literacy' button will present them with the next lesson on their program.



After 70 lessons, every other lesson will be a revision lesson.

This is a tried-and-tested method for consolidating learning, which enables learning to be transferred to long term memory whilst also developing fluency and confidence.

Below are some common features of a lesson.

The word in the top left is the one you should try to type.
Most often you will be asked to type the word twice.
Sometimes letters are missing and you need to remember them.

The recording bar will appear at the end of each lesson.
You should read back everything on the screen.

qu*te

Recording - press space to stop

J27

The children like to stand and
fish by the side of the lake.
To get a bite we must wait
but the pike can be

Words you have typed correctly.



You can exit out of a lesson before the end by clicking on the lesson name.

Further lesson information

learning

le * r n g

Often you will be required to type the word more than once.

The word may have letters missing or it may be completely blank.

You will need to remember the missing letters and type them from memory.

Recording - press space to stop

At the end of each lesson you will be asked to read back everything on screen. After reading all that you see, press space to hear your recording. Follow the words on screen as you hear yourself back.



Listen carefully to the instructions during each lesson. Headsets can be good to aid concentration and to ensure audio is heard clearly.

Your pupils should not panic if they are not sure of a word: it will be repeated once they press space and after three mistakes it will be shown without hidden letters.

qu*te

The children like to stand and
fish by the side of the lake.
To get a bite we must wait
but the pike can be

J27

Assistant

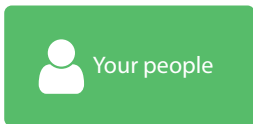
The assistant can be used to guide you through a lesson

Brings up an on screen keyboard that can be used. It will also show the letters you are typing



You can use the assistant to guide you through the lesson, but you will still have to complete the lesson without the aid of the guide once the assistant has completed.

Managing pupils and monitoring progress



Anything you do regarding your pupils is done from this button. Adding pupils, deleting pupils, altering their details and checking their progress are all combined into this one area.

Managing pupils

This tab lets you manage pupils and groups

This tab lets you monitor your pupils progress

People in all groups

Manage people Literacy progress Literacy distribution

+ New person Groups Export

Firstname	Lastname	Username	Password				
Tucker	Jenkins	tuckerj@e17	password				

Add a new person

Add groups or filter this list by a certain group

Edit this pupil

Send a message to this pupil

Move this pupil to another school

Delete this pupil

Monitoring progress

Selecting the 'Literacy progress' tab will change the view which will enable you to monitor the progress your pupils are making.

The screenshot shows the 'People in all groups' interface. At the top, there are three tabs: 'Manage people', 'Literacy progress', and 'Literacy distribution'. Below these are three buttons: 'Groups' (green), 'Set a group test' (green), and 'Export' (orange). A table lists pupils with columns for 'Firstname', 'Lastname', 'Start reading age', 'Tests', 'Activities', and a 'Progress' button. The first row shows 'Tucker Jenkins' with a 'Start reading age' of '6y 9m', '1' test, and '0' activities. A blue line connects the 'Groups' button to the 'Firstname' and 'Lastname' columns. Another blue line connects the 'Set a group test' button to the 'Start reading age' column. A third blue line connects the 'Progress' button to the 'Progress' column.

Firstname	Lastname	Start reading age	Tests	Activities	
Tucker	Jenkins	6y 9m	1	0	

Filter this list by a certain group

Schedule a new test for the whole group listed here

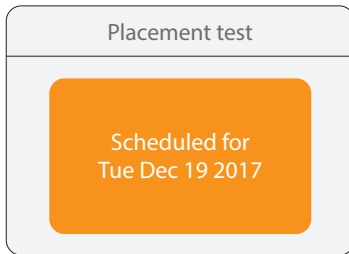
View the timeline and module progress for this pupil



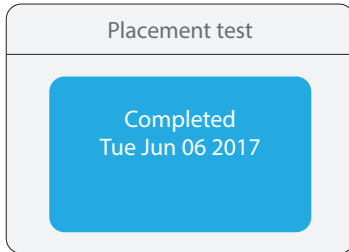
Selecting an individual's progress will open their timeline as shown below.

The screenshot shows the individual progress timeline view. At the top, there are six tabs: 'Timeline', 'Modules', 'Tests', 'ABC lessons', 'Spelling lessons', and 'All activities'. Below these are three cards: 'Placement test' (blue), 'Module 1AA' (green), and 'Add a test' (red with a white plus sign). The 'Placement test' card shows 'Completed Tue Jun 06 2017 Year1'. The 'Module 1AA' card shows '31 Activities Tue Dec 12 2017 15:05'.

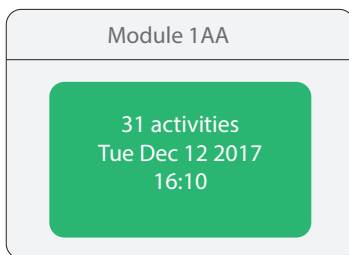
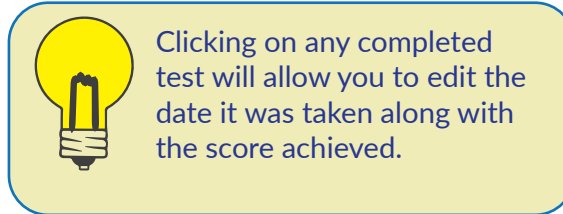
Timeline	Modules	Tests	ABC lessons	Spelling lessons	All activities
Placement test	Module 1AA	Add a test			



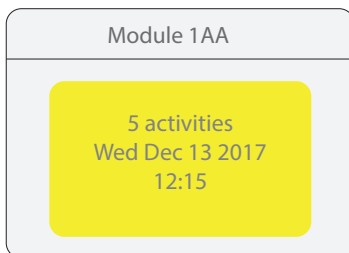
An orange box denotes a scheduled test. If a pupil logs on and they have a test scheduled for today or earlier then they will not be able to continue until you have entered their new test results.



A blue box denotes a completed test. It will display the date of the test along with the results.



A green box denotes a completed module and shows the number of completed activities in this module along with the date of the last activity undertaken.



A yellow box denotes the current module your pupil is working through. It shows the number of completed activities and the date of the last activity.

Viewing completed lessons


By clicking on a complete or active module you can see which lessons your pupil has completed. After completing a lesson, between 1 and 5 stars will be awarded. The stars represent the number of mistakes a pupil makes on each lesson. 5 stars means no mistakes, 1 star means many mistakes.

By monitoring the pattern of stars, you can quickly see if your pupil requires closer supervision in future.

By lesson Overall

Spelling Comprehension Story Sentence Dictation



 Fewer stars may not necessarily indicate that your pupil is struggling. There are many reasons for mistakes when typing. It is **ONLY** there to indicate that closer supervision may be required in future.

This lesson has not been taken yet.

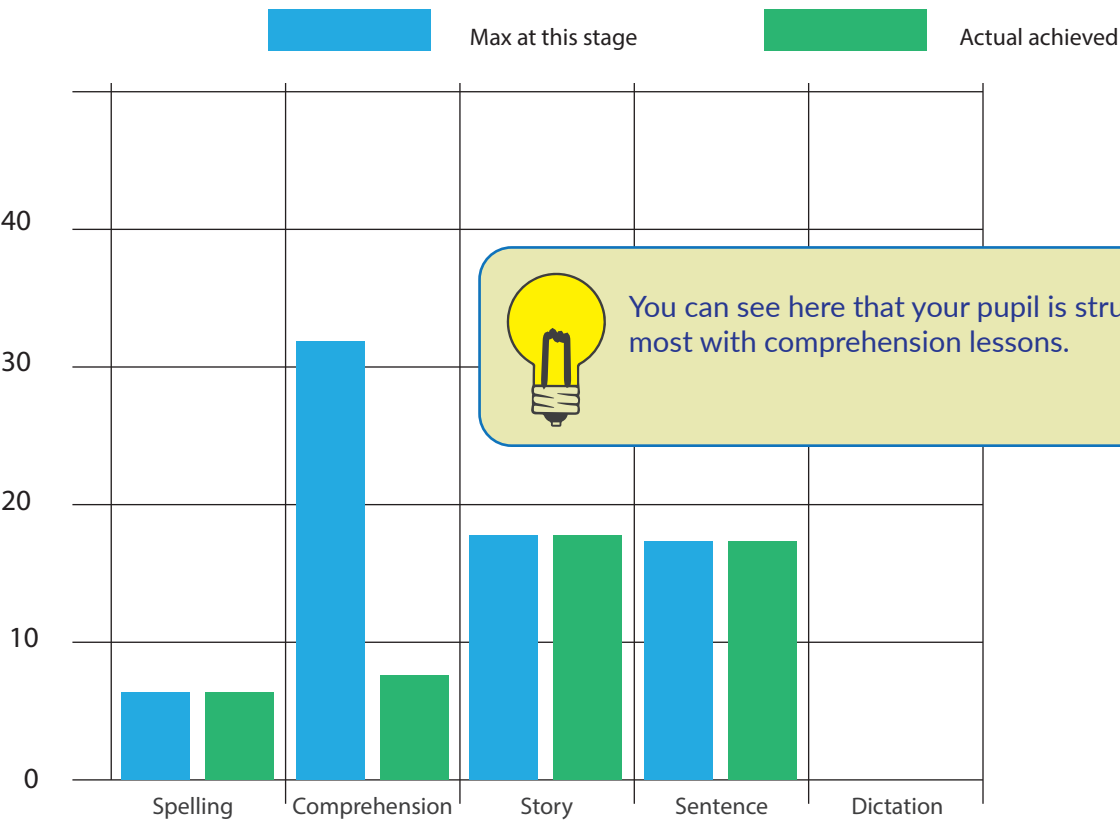
- 5 stars - no mistakes
- 4 stars - 2 mistakes
- 3 stars - 4 mistakes
- 2 stars - 6 mistakes
- 1 star - 8 or more mistakes


Overall progress

While viewing the lessons within each module you also have the option to see overall progress within that module by selecting the 'Overall' tab.

This will give you an immediate picture of how your pupil is doing within that module and the areas they are having the most difficulty with. The graph compares the number of stars awarded in each category against the maximum available.

By lesson Overall



 You can see here that your pupil is struggling most with comprehension lessons.

Other ways to monitor progress



If you return to your pupils timeline, you will see further tabs that allow you to monitor progress.

The tests tab lets you monitor overall pupil progress. Once they have completed a second test (termly) you will be able to see their progress in terms of reading and spelling ages.

Timeline Modules Tests ABC lessons Spelling lessons All activities

Test view Graph view

Completed

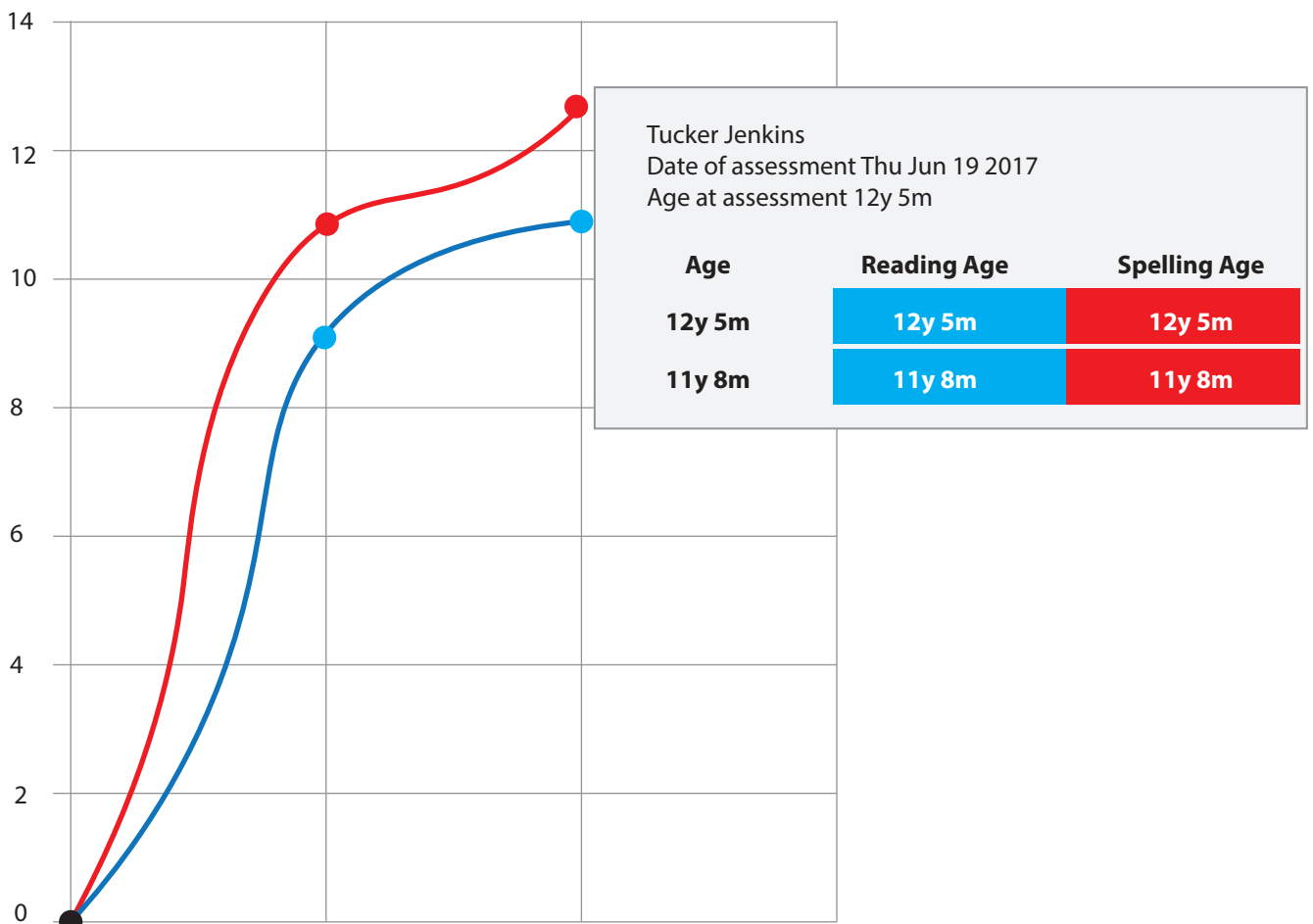
Wed Sep 11 2017
Year 3

Reading score: 45
Spelling score: 54
Reading age 9y 3m
Spelling age 10y 5m

Completed

Thu Jun 19 2017
Year 3

Reading score: 68
Spelling score: 75
Reading age 11y 1m
Spelling age 12y 6m



Grouping pupils and locking desk top items

People in all groups

Manage people Literacy progress

+ New person Groups Export

Firstname	Lastname	Username	Password				
Tucker	Jenkins	tuckerje17	password				

Add and delete groups using this button from the people menu.

Use the edit button to add students to groups and to lock their desk top items.

Scheduling subsequent tests

People in all groups

Manage people Literacy progress Literacy distribution

Groups Set a group test Export

Firstname	Lastname	Start reading age	Tests	Activities	
Tucker	Jenkins	6y 9m	1	0	

By group:

On the literacy progress tab, filter by the group you wish to set a test for and select the group test button.

Individually:

On the literacy progress tab, find the pupil and select their progress button. On their timeline select the big add test button.

Add a test



Appendices

IDL Reading and Spelling Test Instructions

Reading Test Instructions

Give the Student a copy of the Reading Test to read from.

Do	Don't
<ol style="list-style-type: none">1. Do ask them to read the words left to right.2. Do ask them to sound the word out, if it seems difficult.3. Do go on to the next word, if they cannot say what it is.4. ONLY if they mispronounce only slightly, e.g. in postage with a short 'o', then do ask them to read the word again.5. Do stop the test after about 5 consecutive incorrect answers.	<ol style="list-style-type: none">1. Don't suggest corrections.2. Don't give prompts.3. Don't hurry them.4. Don't ask for an incorrect word to be re-read.5. Don't give the pronunciation of a word they do not know. The test will be used again to measure progress.

Marking the IDL Reading Test

1. Give one mark for each word correctly pronounced – even if the student self-corrects.

Reading Test

tree
school

little
sit

milk
frog

egg
playing

book
bun

flower
picture

road
think

clock
summer

train
people

light
something

dream
crowd

downstairs
sandwich

biscuit
beginning

shepherd
postage

thirsty
island

saucer
canary

angel
attractive

ceiling
imagine

appeared
nephew

knife
gradually

smoulder
university

applaud
orchestra

disposal
knowledge

nourished
audience

diseased
situated

physics
forfeit

campaign
siege

choir
recent

intercede
plausible

fascinate
prophecy

colonel
genuine

soloist
institution

systematic
pivot

slovenly
conscience

classification
heroic

pneumonia
oblivion

preliminary
scintillate

antique
satirical

susceptible
sabre

enigma
beguile

terrestrial
miscellaneous

belligerent
procrastinate

adamant
tyrannical

sepulchre
evangelical

statistics
grotesque

ineradicable
rescind

judicature
metamorphosis

preferential
somnambulist

homonym
bibliography

fictitious
idiosyncrasy

Total words read correctly:

/100

Spelling Test Instructions

Give the Student a Spelling Grid to write on.

Offer the Student a choice of pencil or pen: whichever they prefer.

Do	Don't
<ol style="list-style-type: none">1. Do read out the words clearly, left to right, one word at a time.2. Do make sure that you clarify and illustrate which homonym you are asking them to spell. E.g. "pair as in pair of shoes", see as in I can see you", or "sight as in eyesight" etc.3. Do give the next word and let them leave a gap – if a word cannot be attempted.4. Do stop the test after about 5 consecutive incorrect answers.	<ol style="list-style-type: none">1. Don't suggest corrections.2. Don't give prompts.3. Don't hurry them.4. Don't give the correct spelling of a word they do not know. The test will be used again to measure progress.

Marking the IDL Spelling Test

1. Give one mark for each word correctly spelt – even if the student self-corrects.
2. Reversed letters constitute a mistake.
3. It does not matter whether upper or lower case letters are used.

Spelling Test

see
bag

cut
ten

mat
hat

in
dad

ran
bed

leg
good

dot
till

pen
be

yet
with

hay
from

time
boat

call
mind

help
sooner

week
year

pie
dream

sight
mistake

mouth
pair

large
while

might
skate

brought
stayed

yolk
iron

island
health

nerve
direct

join
calm

fare
headache

final
style

circus
bargain

increase
copies

slippery
guest

lodge
policy

view
account

library
earliest

cushion
institution

safety
similar

patient
generous

orchestra
appreciate

equally
familiar

individual
source

merely
immediate

enthusiastic
breathe

permanent
materially

sufficient
cemetery

broach
leisure

customary
accredited

especially
fraternally

subterranean
mortgage

apparatus
equipped

portmanteau
exaggerate

politician
amateur

miscellaneous
committee

IDL Reading Test Results				Reading ages given are approximate			
Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age
0	<i>6y minus</i>						
1	<i>6y minus</i>	26	7y 7m	51	9y 7m	76	12y
2	6y	27	7y 8m	52	9y 8m	77	12y 1m
3	6y 2m	28	7y 9m	53	9y 9m	78	12y 2m
4	6y 4m	29	7y 10m	54	9y 10m	79	12y 3m
5	6y 5m	30	8y	55	9y 11m	80	12y 4m
6	6y 6m	31	8y 1m	56	10y	81	12y 5m
7	6y 7m	32	8y 2m	57	10y 1m	82	12y 6m
8	6y 7m	33	8y 3m	58	10y 1m	83	12y 7m
9	6y 8m	34	8y 4m	59	10y 2m	84	12y 8m
10	6y 9m	35	8y 5m	60	10y 3m	85	12y 9m
11	6y 10m	36	8y 6m	61	10y 4m	86	12y 10m
12	6y 10m	37	8y 6m	62	10y 5m	87	12y 11m
13	6y 11m	38	8y 7m	63	10y 6m	88	13y
14	6y 11m	39	8y 8m	64	10y 7m	89	13y 1m
15	7y	40	8y 9m	65	10y 8m	90	13y 2m
16	7y 1m	41	8y 10m	66	10y 9m	91	13y 3m
17	7y 2m	42	8y 11m	67	10y 10m	92	13y 4m
18	7y 2m	43	9y	68	11y	93	13y 5m
19	7y 3m	44	9y 1m	69	11y 1m	94	13y 6m
20	7y 4m	45	9y 2m	70	11y 3m	95	13y 7m
21	7y 4m	46	9y 3m	71	11y 4m	96	13y 8m
22	7y 5m	47	9y 4m	72	11y 5m	97	13y 9m
23	7y 5m	48	9y 5m	73	11y 6m	98	13y 10m
24	7y 6m	49	9y 6m	74	11y 8m	99	13y 11m
25	7y 7m	50	9y 6m	75	11y 10m	100	14y

Please note, spelling scores under 6 years are not standardised and are only a suggested, approximated age.

IDL Spelling Test Results							
				Spelling ages given are approximate			
Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age
0	No score						
1	5y 1m	26	7y 7m	51	10y 1m	76	12y 7m
2	5y 2m	27	7y 8m	52	10y 2m	77	12y 8m
3	5y 4m	28	7y 10m	53	10y 4m	78	12y 10m
4	5y 5m	29	7y 11m	54	10y 5m	79	12y 11m
5	5y 6m	30	8y	55	10y 6m	80	13y
6	5y 7m	31	8y 1m	56	10y 7m	81	13y 1m
7	5y 8m	32	8y 2m	57	10y 8m	82	13y 2m
8	5y 10m	33	8y 4m	58	10y 10m	83	13y 4m
9	5y 11m	34	8y 5m	59	10y 11m	84	13y 5m
10	6y	35	8y 6m	60	11y	85	13y 6m
11	6y 1m	36	8y 7m	61	11y 1m	86	13y 7m
12	6y 2m	37	8y 8m	62	11y 2m	87	13y 8m
13	6y 4m	38	8y 10m	63	11y 4m	88	13y 10m
14	6y 5m	39	8y 11m	64	11y 5m	89	13y 11m
15	6y 6m	40	9y	65	11y 6m	90	14y
16	6y 7m	41	9y 1m	66	11y 7m	91	14y 1m
17	6y 8m	42	9y 2m	67	11y 8m	92	14y 2m
18	6y 10m	43	9y 4m	68	11y 10m	93	14y 4m
19	6y 11m	44	9y 5m	69	11y 11m	94	14y 5m
20	7y	45	9y 6m	70	12y	95	14y 6m
21	7y 1m	46	9y 7m	71	12y 1m	96	14y 7m
22	7y 2m	47	9y 8m	72	12y 2m	97	14y 8m
23	7y 4m	48	9y 10m	73	12y 4m	98	14y 10m
24	7y 5m	49	9y 11m	74	12y 5m	99	14y 11m
25	7y 6m	50	10y	75	12y 6m	100	15y

IDL Cloud Starting Points

IDL Cloud will generate an appropriate Starting Point for each student, based on the number of words spelt correctly, as in the Starting Points table below.

The correct level of difficulty in each IDL Lesson is based on 80% revision of previously learned material to 20% new learning.

As a general rule, each IDL lesson unit should contain one or two words which are slightly challenging: the rest of the lesson should feel easy for reading and spelling to allow fluency and confidence to develop.

Words Spelt Correctly	IDL Cloud Student Starting Points	
0 - 9	Very low spelling ability and/or poor letter recognition lower case	D1
10 - 14	Spelling age around 6 years	D23
15 - 19	Spelling age around 6.5 – 7 years	F25
20 - 24	Spelling age around 7 - 7.5 years	H12
25 - 30	Spelling age around 7.5 - 8 years	I12
31 - 34	Spelling age around 8 - 8.5 years	I12
35 - 40	Spelling age around 8.5 - 9 years	J1
41 - 59	Spelling age around 9+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	L1
60 - 79	Spelling age around or above 11+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	M27
80 - 100	Spelling age around or above 13 + years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	R17

Module	Learning Focus
D	Full stop. Introduction of l. Short vowels a,e,i,o,u. Punctuation - question mark and comma. Rhyming words with ap, ag, eg, et, id, it, og, ob, ub, ut. Non-phonetic words - the, to.
E	Dictation. Rhyming words with - ag, en, it, ot, ut. Non-phonetic words - he, my, of. Short vowel sounds.
F	Non-phonetic words - go, we, by. Three sets of rhyming vertical pairs. Different middle vowels. S as final sound. B and d words. Punctuation - apostrophe. Initial blends.
G	Punctuation - comma. Double consonant onsets - fl, sl, sk, cl, tr, cr, gr, dr, bl, ck, ff, ll, ss.
H	Triple blends. End blend rhymes - ant, and, end, ent, ink, int, ump, ish, est. Short vowel sounds. Punctuation - speech marks. Double consonant onset ch, sh.
I	Th, wh, ng. Non-phonetic word so. Punctuation - hyphen. Double consonant onset - st, br, sw. End blend rhyme - ing. Long a sound, a with magic e, ai, ay. Long e sound.
J	Long e sound, ee, ea, and y. Ai, ay, ee and y. Long i sound. Punctuation - dash.
K	l with magic e, y and igh. Long o with magic e, oa, ow, oo, ew. Long u sound, ui. Homophones – hear/here, heel/heal.
L	Hard and soft c. Ui and soft c. Hard and soft g. Homophones – weak/week, groan/grown, two/too/to. Syllables. Punctuation - semi-colon. Er, ir, ur.
M	Homophones – which/witch, bean/been, ate/eight, by/buy, meet /meat, some/sum. Grammar – verbs.
N	The two ow sounds. Homophones – blue/blew, whole/hole, find/finned, their/there, hare/hair. Grammar - nouns. Wh, air and are.
O	Oi, oy. Punctuation - colon. Homophones – fare/fair, pair/pear, where/wear, night/knight, tale/tail. Nouns, y to ies. Verbs y to ies or ied. Tricky words - said, talk.
P	Tricky words - cloud, would, should. Homophones – would/wood, knew/new, their/there, you/ewe/yew, bare/bear, horse/hoarse. Ph.
Q	Homophones – bored/board, flour/flower, aloud/allowed, hire/higher, hour/our, war/wore, stares/stairs, sighs/size, drawer/draw, fir/fur. Silent letters. Ain.
R	Homophones – source/sauce, guessed/guest, boarder/border, so/sew, there/their. Question and answer.
S	Ous, tion. Homophones – court/caught, sighed/side, wore/war, wear/where, check/cheque, right/write, minor/miner, heard/herd
T	Tion. The two ch sounds. Homophones – mussels/muscles. Ch as k sound. Silent letters.
U	Double consonants - ss, cc, rr, nn, rr, ll. Hard and soft c. Tion and ous endings. Or, ui, au, ear and ir sounds. Endings - ar, ary, ain, ense. Sounds - er, igh, ough, ier, ar, ou, ould.

