Intervention and Support for pupils with SpLD (Dyslexia) and literacy difficulties

Dyslexia is a high incident, special educational need with between 10 and 14% of the population affected. As most children with SpLD dyslexia are taught in mainstream schools, it is crucial that teachers are equipped with the knowledge and skills to support children with Dyslexia in their class.

The aim of this booklet is to provide schools with up to date information around interentions and training available for pupils with SpLD dyslexia.

It includes a range of programmes suitable for children with dyslexia and literacy difficulties.

All of the programmes follow a structured multi-sensory phonic-based programme and focus on developing the mechanics of literacy. They focus on:

* Developing phonological awareness
* Memory training (including strategy use)
* Developing automaticity for reading and spelling

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| --- | --- | --- | --- | --- |
| **Programme** | **Focus** | **Age range** | **Levels of attainment\*** | **Intervention size** |
| Jelly and Bean Reading Intervention  bean | Reading | 5-7 years or older children working at P levels in Reading | P4 to P8 readers | 1:1 or small group (up to 4) |
| Alpha to Omega  [https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTyAkU-luAQUQ6LSJLEZ-A-za5dh-X1_-kL9C0SGjG_fxaKqMsJE_wRqg](https://www.google.co.uk/url?q=http://www.thedyslexiashop.co.uk/alpha-to-omega-pack-teacher-s-handbook-and-student-s-book-6th-edition.html&sa=U&ei=-guGU47SI6S00wWe_oHQDw&ved=0CDAQ9QEwAQ&usg=AFQjCNHpwADV1H2oxfSqxvoyeCJKeXIzgg) | Reading & Spelling | 7 + years | P8 to 4C readers  Spelling Age | 1:1 or small group (up to 6) |
| Active Literacy Kit  76 | Reading | 7 + years (has been used successfully in Year 2) | P8 to Level 2 or children with gaps in their learning | 1:1 or small group (up to 6) |
| Units of sound  http://www.memory4teachers.co.uk/channels/presentations/dyslexiaaction/images/uos_colour.jpg | Reading & Spelling | 7+ years | Level 2 + | 1:1 computer based programme. 6 licence |

\*At the start of the intervention

Below is a rough guide designed to give of curriculum levels covered in each programme. Many of the programmes however, are also suitable for some children working above the baseline but with gaps in their learning.

**P levels Level 1 Level 2 Level 3 Level 4 Level 5+**

**Units of Sound**

**Jelly and Bean Reading Intervention**

**Alpha to Omega**

**Active Literacy Kit**

# Jelly and Bean Intervention Programme

# bean

# What is the programme ?

The Jelly and Bean Intervention programme is a taught scheme, designed to work with children on a 1:1 or small group (maximum of 4 children). The programme has been created by the SEN Support Team, following consultation with the scheme’s author. It is based on research into proven multi-sensory teaching strategies for reading.

# Who is the programme aimed at?

The programme is suitable for primary aged children aged 5 +, working at P levels or the early stages of level 1. The scheme offers direct teaching to enable children to begin reading and progress through the scheme. The intervention programme focuses on securing a good level 1 although the plans can be adapted to ensure continued progression through the scheme (up to Gold level book band).

# What does the programme aim to do?

Maximise children’s reading potential by……..

* Developing knowledge of letters sounds
* Developing skills of putting letters sounds together in the correct order to build words
* Developing whole word recognition
* Developing memory skills – so that what is taught is remembered
* Building confidence, motivation and self esteem
* Encouraging the child to see themselves as ‘ a reader’

# How will the programme run?

The programme itself is designed to take place between 3 and 5 times a week for 30 minutes sessions.

# Alpha to Omega

# [https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTyAkU-luAQUQ6LSJLEZ-A-za5dh-X1_-kL9C0SGjG_fxaKqMsJE_wRqg](https://www.google.co.uk/url?q=http://www.thedyslexiashop.co.uk/alpha-to-omega-pack-teacher-s-handbook-and-student-s-book-6th-edition.html&sa=U&ei=-guGU47SI6S00wWe_oHQDw&ved=0CDAQ9QEwAQ&usg=AFQjCNHpwADV1H2oxfSqxvoyeCJKeXIzgg)

# What is the programme ?

 For over 30 years, the Alpha to Omega programme has offered practical help in teaching reading, writing and spelling to adults and children with learning difficulties, including dyslexia. By following closely the normal pattern of phonological language acquisition, the Alpha to Omega course helps to accelerate students' learning.

The programme has been adapted by the SEN Support & Inclusion Team to provide teachers with a clear planning structure that can be used on a 1:1 for children requiring more specific individual support or for small groups to incorporate into quality first teaching preparation and planning. The programme includes research based memory training to increase learning potential

# Who is the programme aimed at?

Children aged 7years and above

* Stage One – by the end of this stage a pupil might be expected to reach a spelling age of 7 or 8 years
* Stage Two – by the end of this stage a pupil might be expected to reach a spelling age of 11 to 12 years
* Stage Three – by the end of this stage a pupil might be expected to reach a spelling age of 13 to 15 years

# How will the programme run?

Teachers carry out a placement test to determine the start level for the pupils.

The programme can be used as part of the literacy sentence and word level planning during quality first teaching for a group requiring additional input or planned in addition to this time for small group or individual children

The sessions should be carried out between 3-5 x weekly for 30 minutes.

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Active Literacy Kit



# What is the programme?

The Active Literacy Kit was devised by Dyslexia Action and has proven success in developing literacy skills, using a highly structured multi-sensory programme.

It is a highly focused programme, designed to build accuracy, fluency and automaticity in reading and spelling.

# What does the programme target?

## The programme offers a series of timed exercises which build the foundation skills needed for automatic, fluent and accurate reading and spelling. Carefully structured activities cover phonological awareness, word recognition, phonics, graphic knowledge and spelling.

* Non-readers
* Readers with Auditory discrimination problems
* Problems with accuracy
* Problems with fluency
* Children with phonological awareness difficulties

# Who is the programme aimed at?

ALK was originally developed for children aged 7 – 10 years with Specific Learning Difficulties, but has been used very successfully with younger children who are struggling with phonological and early literacy skills.

Older children and teenagers with General Learning Difficulties

# How will the programme run?

Teachers can carry out placement test to determine the start level for the pupils.

The sessions should be carried out between 3-5 x weekly for 30 minutes.



# What is the programme?

Units of Sound is a 'second chance' phonics based Reading and Spelling computer programme suitable for all ages. With a screening placement, student progress display and a screen tutor to show students how to use the programme correctly, Units of Sound enables all students to learn independently.

Its sister programme, [*Units of Sound: Literacy that fits*](http://www.unitsofsound.net/ltf/ltf.html) is the home-version, which allows parents to help their children with their literacy.

# What does the programme target?

The programme starts with ‘consonant–vowel–consonant’ words and works through to adult-level reading. The student is placed separately for reading and spelling and does not have to start from the beginning. Because the programme is computer–based and supports independent learning the students can practise as much as they feel they need without being dependent on a teacher.

# Who is the programme aimed at?

# Pupils working around National Curriculum level 2 in literacy. This program is a follow on from the Active Literacy Kit

# How will the programme run?

The Programme contains a placement test in order to place children at the appropriate starting point.

The programme follows a cumulative planning structure, with a key principle of ensuring children become automatic at key skills before moving on.