Dyslexia
REVIEW
The Journal of The Dyslexia Guild

In this issue:

↳ **Dyslexia – In Tune But Out of Time**

↳ **Dyslexia Guild Conference Programme**

↳ **Assessment Test Review - The AAB**
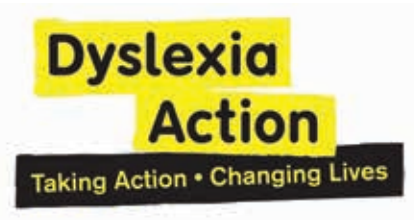
↳ **Dyslexia Action Literacy Programme**

JOIN THE DYSLEXIA GUILD!

The Professional Body of Dyslexia Action

Who is it for?

For anyone with a general or professional interest in dyslexia. Members include teachers, SENCos, teaching assistants, FE and HE tutors, parents, assessors, and other advisory specialists.

The Aim

We aim to promote discussion, information and research as well as keeping members informed of developments in the field through publication and distribution.

Benefits

- Membership of our specialist library with access to online books and journals
- Dyslexia Review three times a year
- Conferences and events at reduced rates
- Guild Gallery electronic newsletter
- Preferential discounts on courses, suppliers and CPD events
- Assessment Practising Certificate
- Professional Indemnity Insurance at preferential rates for APC

Group membership is also available to schools, library services, publishers and other groups.

You get two copies of the Dyslexia Review and discounted rates for up to three delegates at our conference events.

For more information see our web page
http://dyslexiaaction.org.uk/dyslexia-guild
Email guild@dyslexiaaction.org.uk or call 01784 222342

Editorial

The Spring/Summer issue features the Annual Guild Summer Conference which this year takes place at the University of Hertfordshire in the impressive de Havilland Conference Centre. We hope that all members new and seasoned will be joining us for this two-day event where participants from the EU Infinitus Project will also be attending, as well as an impressive array of speakers. A warm welcome will be extended to all and we look forward again to networking both on the conference days and at the Conference Dinner and evening event.

De Havilland Conference Centre Hertfordshire

In this edition of the Review, we are pleased to present a feature from Professor Usha Goswami, Professor of Cognitive Developmental Neuroscience at the University of Cambridge, examining rhythmic timing in the speech of children with dyslexia. The Dyslexia Action Postgraduate tutor team have also provided a comprehensive feature on the Dyslexia Action Literacy Programme (DALP) in the context of group work. DALP is the follow-on product from the much-loved Dyslexia Institute Literacy Programme (DILP) and is building an equally keen fan base as its development is rolled out to specialist teachers. Dyslexia Guild members who are DILP trained, are able to benefit from a discount on the upgrading training programme for DALP. See our Training Flyer at the end of the journal for further details.

Our cover for this issue features a still from one of the wonderful animation films on the topic of Dyslexia that have been created for Dyslexia Action. You can find out more about the films in this issue and see all the short animations on the Dyslexia Action website. This edition also contains a tribute to Glenys Heap, whom many of you will have met and heard speak at our conferences, and who has worked tirelessly for Dyslexia Action over many years and is now enjoying a well-earned retirement in the glorious Derbyshire countryside.

We look forward to welcoming you all to the Annual Conference. Book soon to take advantage of the Early Bird rates!

Kathryn Benzine
Editor

Contents

8

In Tune But Out of Time

15

Dyslexia Animation

21

Reflections of a Dyslexia/ SpLD Specialist Teacher

24

Units of Sound Latest News

Membership News

Jan Beechey reports on news and events for Guild members.

Book now for the Annual Guild Summer Conference!
Wednesday 29 and Thursday 30 June 2016

We always look forward to seeing you at The Guild Summer Conference, which will be held at the de Havilland Conference Centre, University of Hertfordshire in Hatfield this year.

The programme comprises an afternoon event on Wednesday 29 June where delegates will be able to attend the Infinitus Project Dissemination Conference and hear about this collaborative EU funded project focusing on developing new learning methods in dyslexia as well as keynote speaker, Dr Lynne Duncan from the University of Dundee.

Our three course Conference Dinner will be held in the Club Lounge at the venue after a welcome reception for delegates. The full conference will then take place on the Thursday.

Our Keynote speakers are: Julia Carroll, Professor in Child Development and Education from Coventry University and Dr Jessie Ricketts, from Royal Holloway London Psychology Department. A full programme of seminars will take place in the afternoon. Further details and Early Bird Bookings are now open at: www.dyslexiaaction.org.uk/page/annual-conference

Membership Grades

All members should now have been informed of their membership grade. If you do not see either ADG or MDG against your name then please log in to the Guild Member Portal and upload your SpLD qualification certificates and a current curriculum vitae; let us know by email and we will then be able to assign you a member grade. For a fuller understanding of how grades work, please see the *Dyslexia Review Autumn 2015*, an e-version of the issue is available on the Guild member web portal.

For those who have colleagues who are asking about professional membership for the Non-Medical Helper (NMH) roles – please direct them to our website and the DSA-QAG document which can be found under Latest News at: www.dyslexiaaction.org.uk/membership-dyslexia-guild

Fellowship of the Dyslexia Guild

Congratulations to the following who recently became Fellows of the Guild:
Dineke Austin FDG
Gill Cochrane FDG
Tina Horsman FDG
Kerry Nicols FDG

Fellowship confers the highest grade of membership and recognises significant achievement and contribution in the field of dyslexia/SpLD. Fellows have demonstrated an outstanding level of commitment to advancing standards and best practice in support of those with dyslexia and/or specific learning difficulties.

Fellowship benefits:
In addition to the numerous Guild benefits Fellowship also includes access to one free CPD unit course per year.

Upgrade to Fellowship
If you would like to upgrade to this level of membership you must have held Guild membership for at least one year and meet the qualification and eligibility requirements found here: http://www.dyslexiaaction.org.uk/page/membership-grades

If you meet the requirements as outlined then you can apply for an upgrade at: https://training.dyslexiaaction.org.uk/node/12152

Special CPD Offers for Guild Members

Units of Sound is a second chance literacy tool for anyone who wants to improve their reading or spelling. It is suitable for children from eight upwards, and for adults of all ages. The Units of Sound team are offering a free webinar for Guild members and a free trial of the product for those interested in finding out more.

Units of Sound Webinar
Wednesday 18 May 2016
at 12.30pm

The Interpretation of Assessment Findings - £10 off to Guild Members on this SASC approved unit DACPD701 applies to May or July start dates

Apply your discount code: Vol26DR when you book your course here:

www.dyslexiaaction.org.uk/page/interpretation-assessment-findings-refresher-course

CPD Awards – Book online using discount code SHOW2016 to receive a £40 discount on any of our CPD Awards starting in May 2016, or SSAWD16 for July 2016.

Discounts are always automatically available to members on these Level 7 courses:

Applying for an Assessment Practising Certificate – online course: http://www.dyslexiaaction.org.uk/page/applying-assessment-practising-certificate-online-course

Exam Access Arrangements: Mentored Training for Form 8 Report Writing: http://www.dyslexiaaction.org.uk/page/exam-access-arrangements

Dyslexia Review and Guild Gallery

The publishing schedule for Dyslexia Review has now changed to two issues per year. We provide extensive news through our e-newsletter Guild Gallery so please do ensure that your email address is current on your member record so that you continue to receive this valuable resource. Members are also reminded to log in to the Guild Forums for expert advice on all specialist teaching and assessment issues.

This issue of the Review includes a Psychometric Conversion Table courtesy of Ann Arbor publishers particularly useful for individuals undertaking diagnostic assessments. Please email us for a copy if you have not received this insert. guild@dyslexiaaction.org.uk

The Dyslexia Guild Annual Conference

with the Infinitus EU International Project

For all those with a professional interest in dyslexia and SpLD

- ✓ **Hear expert speakers on research and current topics**
- ✓ **Network with others from around the world of SpLD**
- ✓ **See up-to-date resources from our exhibitors**
- ✓ **Attend seminar sessions and learn specific topics**
- ✓ **Join us for conference dinner and networking events**

University of Hertfordshire
29th – 30th June 2016

The Dyslexia Guild is the professional membership body of Dyslexia Action

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FRSB
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The Dyslexia Guild
Conference Programme

Wednesday 29 June 2016 (afternoon and evening)
The Guild Conference with the Infinitus EU International Project

2.00pm to 5.00pm

Keynote speakers:

Professor Robert Evans, Regius Professor of History Emeritus, Univerity of Oxford
The Dyslexia Archive

Dr Lynne Duncan, University of Dundee
A Cross-Linguistic Perspective on language development in relation to visual word recognition and developmental dyslexia

Dr David Gerlach, University of Marburg
Evaluation of the Erasmus Plus project

Infinitus European Project Dissemination: Various speakers

6.30pm to 9.00pm

Pre-Dinner Drinks and Networking Conference Dinner

Thursday 30 June 2016 (all day)
The Annual Guild Conference

Morning Agenda
10.00am to 12.30pm

Welcome: Stephen Hall, Chief Executive Dyslexia Action

Keynote Speaker: Professor Julia Carroll, Professor in Child Development and Education at Coventry University
Could morphological knowledge improve literacy in dyslexic children?

Keynote Speaker: Dr Jessie Ricketts, Lecturer in Psychology, Royal Holloway, University of London
Reciprocal relationships between vocabulary and reading

Lunch and Exhibitions, Poster Presentations

Afternoon Agenda – Parallel Sessions
1.30pm -4.00pm

INFINITUS European Project Group, Project Presentation

Jennifer Donovan, UCL Institute of Education
Dynamic assessment - the way forward for supporting students with Dyslexia ?

Elda Nikolou-Walker, Middlesex University London
Upgrading your SpLD qualification to an MA

Dr Anna Smith, Kings College London and Dyslexia Action Assessing adults for dyslexia/SpLD

Gill Cochrane FDG and Lesley Binns, Dyslexia Action
Discovery teaching using the Dyslexia Action Literacy Programme

Dominik Lukes, Dyslexia Action
Assistive technologies and specific learning difficulties: Using tablets

4.00pm   Conference Close

Dyslexia – In Tune But Out of Time

Professor Usha Goswami, Director of the Centre for Neuroscience in Education at the University of Cambridge examines rhythmic timing in the speech of children with dyslexia.

Rhythmic timing is important in speech. Great poems with metrical rhythms illustrate this well – think of Auden's 'This is the night mail, crossing the border, Bringing the cheque and the postal order…' – the prosodic structure (the internal rhythmic patterning of the words) actually seems to convey the rhythm of the train. Children with dyslexia find it difficult to hear speech rhythm and speech timing, and also have difficulties in perceiving musical rhythms. These difficulties in timing could explain why dyslexic children struggle with phonology (the sound structure of words) across languages. But music and poetry may also help dyslexic children to improve their rhythmic abilities.

QUESTIONS

Surely rhythm in speech is not temporally regular or periodic – hence speech rhythm is different to rhythm in music?

How could neuronal oscillations, which would be periodic, encode speech rhythm, which is not periodic?

RESOURCES

Goswami, U. (2011). A temporal sampling framework for developmental dyslexia. Trends in Cognitive Sciences, 15, 3–10.

One of the most interesting discoveries in the brain imaging of language is that patterns of fluctuation in speech energy (signal intensity) are important for understanding speech. This doesn't mean speaking loudly, although we do automatically raise our voices and speak more distinctly when we are talking to foreigners. Rather, research in auditory neuroscience shows that speech intelligibility is affected by the constant and ongoing energy fluctuations that are produced as we speak. These fluctuations in the energy of the speech soundwave, called amplitude modulations, are produced by the opening and closing of our jaws and by the other articulatory movements that we make (sound is a pressure wave). Amplitude modulation turns out to be critical for speech intelligibility.

My research suggests that children with dyslexia are less sensitive to slow changes in amplitude than other children. Their difficulties are particularly marked in gauging how fast an increase in intensity reaches its peak, called 'rise time'. For children with dyslexia, sensitivity to rise time is significantly worse not only in comparison to age-matched children without dyslexia, but also in comparison to younger children matched for reading level (Goswami, Huss et al., 2012). These 'reading level matched' children have a lower mental age and are developmentally less mature than the dyslexics, yet by around nine years they can discriminate changes in rise time in the range of around 50 ms. Children with dyslexia aged around 11 years need around 100 ms to perceive a change (Goswami, Huss et al., 2012). This suggests that the difficulties in perceiving amplitude rise time in dyslexia are profound, and may be one cause of this developmental learning difficulty.

AM and FM – Just like the radio?

A simple way of thinking about rise times is to think about music. In music, we can have notes of the same pitch that are made by different instruments. For example, the note G can be played on a trumpet or on a violin. The trumpet player will produce a note that starts very abruptly – it reaches its maximum intensity very quickly. A violin player draws the bow across the string, and produces a note of the same pitch, but this note takes much longer to reach its maximum intensity. The violin note has a more extended rise time. In order to play in time with each other, the two players need to begin making their notes at different times, so that peak intensity is reached at the same time. In this scenario, we perceive the players to be 'in time'. If the two sounds reach peak intensity at different times, we perceive one player to be 'coming in late'. The rise time difficulties found in dyslexia suggest that an orchestra of people with dyslexia would be poor at keeping in time, even though each individual player may have reached a high standard of skill with their own instrument.

Just as both pitch and timing (rhythm) are critical for music, both frequency modulation and amplitude modulation play critical roles in speech perception. Indeed, they play complementary roles. Both AM and FM can be used to transmit sound, as illustrated by AM radio versus FM radio. While in radio transmission AM and FM are artificial transformations, in speech these two types of modulation arise naturally and convey complementary information. Traditionally, changes in frequency were thought to be of primary importance for perceiving speech sounds, as a key aspect of speech is formant frequency structure. While frequency cues are indeed important, it turns out that speech is

quite intelligible even when formant structure is largely removed, and just the AM patterns from a few frequency bands are retained. Hence amplitude modulation also plays an important role in speech perception. The AM patterns in speech are also known as the 'amplitude envelope' of speech.

Very slow rates of amplitude modulation (typically < 4 Hz) are experienced by listeners as speech rhythm and syllable stress patterning (prosody). Rise times in the amplitude envelope of speech correspond to syllable onsets, and stressed syllables have larger rise times. Accurate perception of prosodic patterning turns out to be crucial for word recognition. As an analogy, consider listening to a non-native speaker of English. This non-native speaker is likely to have learned all the individual speech sounds (the 'phonemes') correctly and is likely to say them in the right order (the order in which they are written). However, they may still use the stress patterning of their native language. In such cases, it can be very difficult to understand what is being said. We need listening experience to 'train our ears' to persistent mis-stressing of English words. This analogy shows that prosody (strong and weak syllable 'beats') is part of the hidden structural glue that makes individual speech sounds into recognisable words. Prosody, however, is not represented in the writing system for English.

Dyslexia and the 'phonological deficit'

Learning about the sound structure of words and learning which sound elements follow each other is a natural part of language acquisition. However, children with dyslexia, across languages, have difficulties in being able to reflect on the sound structure of words – to develop 'phonological awareness'.

Phonological awareness has classically been assessed by tasks that measure a child's ability to detect and manipulate component sounds within single words, at the different 'grain' sizes of syllable, rhyme and phoneme. For example, children with dyslexia are worse at counting the number of syllables in words (two syllables in toffee, three syllables in viola), at deciding whether two words rhyme, or at deciding that two words begin with the same sound element (phoneme). Prior to literacy acquisition, phonological development across languages is very similar. All children develop awareness of syllables and rhymes (or 'onset-rime' units; to divide a syllable into onset and rime, we segment the syllable at the vowel, as in m-ate, great, str-aight; as this example shows, rime is a phonological category).

Learning to read is largely responsible for the development of 'phoneme awareness'. The development of phoneme awareness depends partly on the consistency with which letters symbolise phonemes in a language, and partly on the complexity of phonological syllable structure (Ziegler & Goswami, 2005). Because of this, there are large crosslanguage differences in the rate of development of phonemic awareness as children learn to read, with English learners being particularly slow. This slowness in English occurs because phonemes are not actual units in the speech stream, and so children have to learn about phonemes largely via learning letters. Letters in English are not very consistent in how they map to sound. Hence children cannot learn about (most) phonemes simply by analysing their own speech.

This was shown a long time ago by the work of Charles Read on 'invented spelling' (Read, 1986). Read showed that pre-reading children think that the sounds at the beginning of 'chicken' and 'track' require representation by the same letter. In a way they are correct, as acoustically these sounds are indeed very similar. On the other hand, pre-readers think that the sounds symbolised by the letter P in pit and spoon are different – as indeed they are. Yet in English spelling we represent these sounds by the same letter. A beginning speller might well write SBN for spoon. Phonologically, this child is being accurate.

Most children overcome these inconsistencies in grapheme–phoneme relations and learn about phonemes relatively quickly, but children with dyslexia do not. They struggle to learn the letter–sound correspondences of English, showing deficits in 'phoneme awareness' even as university students. On the other hand, children with dyslexia in more transparent orthographies, like German or Italian, become as good at phoneme-level tasks as non-dyslexic children after a few years of learning to read. Yet these children too never attain automaticity or fluency in recoding print to sound, and so are functionally dyslexic. Dyslexic difficulties with phonology typically persist into adulthood even in transparent languages, but are more difficult to see in these languages (see Ziegler & Goswami, 2005). One possibility, which is only recently receiving attention, is that these phonological difficulties, and the associated difficulties in learning about phonemes, stem from an underlying difficulty with speech prosody.

Prosody and the 'phonological deficit'

Tasks to measure prosodic awareness in dyslexia have been developed relatively recently. In a ground-breaking study, Kitzen (2001) converted film and story titles into 'DeeDees', so that (for example) Casablanca became DEEdeeDEEdee. Participants with dyslexia heard a taperecorded DeeDee sequence while viewing three alternative (written) choices, for example Casablanca, Omega Man and The Godfather. Kitzen found that her dyslexic participants were significantly poorer in the DeeDee task than age-matched controls. However, interpretation of the group difference was complicated by the reading demands of the task.

More recently, we created a version of the DeeDee task for children with dyslexia. Our task relied on recognising pictures of 'famous names'. For example, Harry Potter was DEEdeeDEEdee. We found that 12-year-old children with dyslexia were significantly worse in matching the DeeDee sequences to the pictures than non-dyslexic 12-year-olds (Goswami et al., 2010), and recently we found that nine-year- old children with dyslexia were significantly worse

in the DeeDee task compared with seven-year-old reading level controls (Goswami, Mead et al., 2012). Individual differences in DeeDee performance are related to auditory sensitivity to rise time, pitch, duration and sound intensity.

We also developed a more direct measure of syllable stress perception. Using four-syllable English words, we asked participants to make same–different judgements when one of the words was mis-stressed (Leong et al., 2011). For example, they might hear a word pair like DIFFiculty–diffICulty. Both highly compensated dyslexic undergraduates and dyslexic children aged 13 years showed significantly less sensitivity in this task compared with age-matched controls. Individual differences in stress sensitivity for adults were uniquely related to individual differences in auditory sensitivity to rise time. For children, the auditory predictors of stress sensitivity were rise time and duration.

These marked difficulties with syllable stress made us wonder whether beat perception in music might also be impaired in dyslexia. As noted, rise time is critical to the perception of rhythmic timing, and the beat structure in music depends partly on some notes having greater accentuation than others, a bit like strong and weak (stressed and unstressed) syllables. To test musical perception, we devised a musical measure of beat perception for children. Children listened to short 'tunes' made by a chime bar, with strong and weak beats, and were asked to make same–different judgements. For example, they might hear 'DING ding ding DING ding ding DING ding ding', repeated twice, but the second time with a longer delay between the accented and unaccented notes. This delay disrupted the overall beat structure, so that the tunes sounded rhythmically different. The children with dyslexia were significantly worse in making these judgements than both age-matched controls (Huss et al., 2011) and reading-level matched controls

(Goswami, Huss et al., 2012). Musical beat perception was associated with auditory sensitivity to rise time, pitch and duration. In Huss et al.'s study, individual differences in the musical beat perception task accounted for 42 per cent of unique variance in single-word reading, after controlling for age and IQ. In Goswami, Huss et al.'s (2012) study, musical beat perception predicted 43 per cent of unique longitudinal variance in reading comprehension. Hence individual differences in perceiving patterns of beat distribution, in both language and music, are intimately connected with reading development and dyslexia.

'Temporal sampling' and syllable structure

Interestingly, the underlying beat structure in the music task was 2 Hz, (beats occurring every 500 ms or two beats a second). This temporal rate was chosen because we had other evidence that 'rhythmic entrainment', or following rhythmic patterns, was impaired at this rate in developmental dyslexia. Children and adults with dyslexia were much more erratic than controls in tapping in time with a metronome at 2 Hz (Thomson et al., 2006; Thomson & Goswami, 2008). Across languages, speakers produce stressed syllables at the rate of approximately 2 per second, or 2 Hz. Hence one logical possibility is that the dyslexic brain finds it difficult to 'entrain' to rhythmic input at this temporal rate, accounting in part for the syllable stress and prosodic difficulties that characterise dyslexia. Recently, we tested this idea in a brain-imaging study using amplitude-modulated noise (Hämäläinen et al., 2012).

In our study, we asked well-compensated adults with dyslexia to listen passively to five-minute streams of amplitude-modulated noise (a kind of rhythmically beating white noise) at 4 different temporal rates, 2 Hz, 4 Hz, 10 Hz and 20 Hz. We then measured how accurately electrical fluctuations in cell assemblies (neuronal oscillations) in the auditory cortex aligned their fluctuations with the stimulation rate. We expected entrainment difficulties at both 2 Hz and 4 Hz. While stressed syllables

Coordinating rhythmic movement in time with speech and music may also be beneficial

are produced approximately twice a second across languages, speakers produce between four and seven syllables a second in different languages, depending on what they are saying and how fast they are saying it. Studies in auditory neuroscience have identified entrainment at the theta rate (4–8 Hz) as particularly important for syllable-level processing of speech. In our study, however, the dyslexics only showed impairment in neural entrainment at the slower rate of 2 Hz. Intriguingly, they also showed better entrainment than controls at the faster rate of 10 Hz.

Most recently, we have begun to study neural entrainment in children. In one study, we used a rhythmic speech design, in which children listened to a speaker saying 'ba… ba… ba…' at a rate of 2 Hz, and we measured auditory neural entrainment (Power et al., 2012). We found significant entrainment of both delta and theta neuronal oscillations in these typically developing children by rhythmic speech input. Furthermore, individual differences in theta entrainment were related to individual differences in reading.

The brain-imaging studies suggest that individual differences in oscillatory mechanisms at both the stressed syllable rate (2 Hz) and the syllable rate (4 Hz) are related to the development of word reading. Theoretically, I have developed a 'temporal sampling' framework to try to explain why poor rhythmic entrainment, poor perception of acoustic rhythm, and poor perception of rise time are all associated with developmental dyslexia and with

prosodic and sub-lexical phonological difficulties.

Temporal sampling theory

Temporal sampling theory builds on the idea that the brain 'samples' sensory information at different temporal rates, effectively taking multiple 'looks' at the speech signal using temporal windows of multiple lengths simultaneously (Poeppel, 2003). To help to encode the speech signal, the auditory system appears to synchronise endogenous ongoing oscillations (fluctuations in neuronal excitability that are occurring anyway) to the modulation rates in the stimulus, realigning the phase of neural activity so that peaks in excitability co-occur with peaks in amplitude modulation (Zion- Golumbic et al., 2012). As dyslexia involves rise time perception difficulties, it might be more difficult for the dyslexic brain to detect these peaks in amplitude modulation, or to align endogenous ongoing fluctuations in neuronal excitability to the modulation rate, as the different modulation rates would be less well-detected. If neuronal entrainment at the syllable and stressed syllable rates is impaired in dyslexia, then this would provide a plausible explanation for the phonological difficulties found in developmental dyslexia across languages (Goswami, 2011). Difficulties in basic auditory processing of rise time, amplitude modulation and beat structure would lead naturally to difficulties in processing the sound structure of words, and to prosodic difficulties. In turn, these prosodic difficulties would be linked to difficulties in judging phonemic similarity across different words – just like listening to a non-native speaker of English.

Conclusion

Temporal sampling theory proposes that an underlying neural problem with rhythmic entrainment accounts in part for the 'phonological deficit' that characterises children with developmental dyslexia across languages. One obvious implication is that remediation with music might be very effective for improving phonology in dyslexia. Rhythm is more overt in music than in language, and so a focus on musical rhythm along with activities that explicitly link musical beat structure to the beat structure of language may help to improve rhythmic entrainment (Bhide et al., in press). Coordinating rhythmic movement in time with speech and music may also be beneficial. Many playground games of course provide such activities, such as clapping games, skipping games, nursery rhymes and chants. Interestingly, research with adults who have specific musical difficulties (termed 'amusia', or tone deafness) suggests that these adults are 'in time but out of tune', able to organise rhythm cues but not pitch cues (Hyde & Peretz, 2004). This pattern of difficulty appears to be the mirror image of our findings with developmental dyslexia. Our data suggest that children with developmental dyslexia are 'in tune but out of time'. Rhythmic entrainment difficulties may be at the heart of developmental dyslexia.

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Assessment Test Review:
The Academic Achievement Battery

Reviewed by **Dr Jenny Moody**, e-Learning Postgraduate Tutor, Dyslexia Action*

Introduction

The AAB Comprehensive Form is a *'broad battery of tests that covers a wide range of achievement domains in children and adults ages 4 to 85years'. Specifically, it assesses individual performance in main areas of achievement defined by the 'Individuals with Disabilities Education Act (IDEA; 2004)'*. PAR

The IDEA is an American law concerning services to children with disabilities across the United States and relates specifically to basic academic skills including letter and word reading, spelling, and mathematical calculation.

The tests provide seven composite scores assessed across fifteen subtests each of which addresses a specific function within a broader area of achievement. The fifteen subtests yield seven composite scores, which combine to give an eighth score, namely, a total achievement composite.

AAB COMPOSITES AND THEIR SUBTESTS

Composite	Subtests	Examinee Tasks
BASIC READING	Reading Foundational Skills (RFS)	Phonological awareness tasks – rhyming, sound matching, blending, segmenting, deleting, substitution.
	Letter/Word Reading (LWR)	Identify lowercase and capital letters. Single word reading of words of increasing difficulty
	Reading Fluency (RFS)	Oral reading fluency in a timed task
READING COMPREHENSION	Reading Comprehension: Words and Sentences (RC: WS)	Identify written word/sentence matching visual stimulus
	Reading Comprehension: Passages (RC:P)	Read passages of increasing difficulty; draw line after each sentence
LISTENING COMPREHENSION	Listening Comprehension: Words and Sentences (LC:WS)	Select visual stimuli matching spoken word or sentence
	Listening Comprehension: Passages (LC:P)	Respond orally to literal and inferential questions after hearing passage read aloud
EXPRESSIVE COMMUNICATION	Oral fluency (OF)	List as many items as possible for a given category in 60 seconds
	Oral Expression (OE)	Demonstrate orally: grasp of pragmatics, grammar and expressive vocabulary
	Oral Production (OP)	Describe illustrated scene; (measures speech output and fluency)
WRITTEN EXPRESSION	Pre-writing skills (PWS)	Trace lines and figures of increasing difficulty
	Spelling (SP)	Letter Writing lowercase and capital letters. Word Writing: Spelling words of increasing difficulty
	Written Composition (WC)	Spontaneous writing covers theme evaluation, organization, voice, word choice, sentence fluency, presentation and conventions
MATHEMATICAL CALCULATION	Mathematical Calculation (MC)	Part 1: provide oral and written responses to math problems. Part 2, timed task: completion of increasingly difficult math calculations
MATHEMATICAL REASONING	Mathematical Reasoning (MR)	Requires application of mathematical reasoning to real-life problems. Oral response

*Please note that the views expressed in this article are those of the author and not necessarily those of Dyslexia Action.

There are two kits available:

1. The AAB Comprehensive Form Kit
AAB Comprehensive Form Professional Manual with Fast Guide; 25 Purple Comprehensive Form Item Booklets; 25 Purple Comprehensive Form Response Booklets; Stimulus Book 1; Stimulus Book 2; Comprehensive Stimulus Card.

• Considered to be appropriate for use with individuals ages 4-85 years as the battery is standardized and validated on American English-speaking individuals in the age range

• Can help to identify academic strengths and weaknesses, inform decisions regarding eligibility and planning interventions

• School children aged 4-19 years: may help with decisions about inclusion in special education services or other targeted interventions

• College-aged students: AAB scores can be used in placement and/or accommodation decisions

• Adults age 18-85 years: can help to identify individuals with special needs who may qualify for disability services

2. The AAB Screening Form Kit
AAB Screening Form Professional Manual with Fast Guide; 25 Green Screening Form Item Booklets; 25 Screening Form Response Booklets; Screening Stimulus Card.

Considered to measure basic academic skills including letter and word reading, spelling and mathematical calculation. Optional written composition component requires an additional 15 minutes to administer.

Professional Requirements for Administration of AAB
The assessor should have adequate training and skill in psychological assessment procedures for administration, scoring and interpretation of the AAB. This includes familiarity with measurement theory and psychometric concepts of reliability and validity.

Computer Version
Use of the Computer Version of the AAB requires access to PARiConnect (www.pariconnect.com). The AAB Score Report contains all the information presented on the AAB Score Summary Table.

STANDARDISATION OF THE AAB
Chapter 4 of the AAB Comprehensive Form Manual provides details of the development and standardisation for the AAB. There were three phases of data collection during 2011.

Standardisation of the AAB took place from January 2013 through March 2014, with the samples collected from 30 of the 50 states in America. The sample appears to be quite small as, at the time of standardization of the AAB, the USA population was some 314 million.

1. Final Age-based Standardization Sample consisted of 1,274 individuals across 32 age groups from 4 years to 65+ years.

2. Final Grade-based Standardization Sample consisted of 1,447 individuals – 737 collected during the fall semester and 710 collected during the spring semester.

Sampling was designed to be representative of the 2012 U.S. Census in terms of age, gender, ethnicity and education level.[1]

Administration of the AAB to other groups:
The AAB was also administered to 68 individuals with a Specific Learning Disorder; to 63 individuals identified as having an Intellectual Developmental Disorder; to 62 individuals with a diagnosis of Attention-Deficit/Hyperactivity Disorder and to 33 students and adults with a diagnosis of Speech/Language Impairment (SLI).

Reliability and Validity
Chapter 5 of the AAB Comprehensive Manual provides detailed Tables of Reliability and Validity. This includes internal consistency, standard error of measurement, stability of test scores over time and inter-scorer consistency on the subjective scoring of the AAB subtests.

Overview of Experience using the AAB
Resource Background
• The AAB originates in the US and there are many Americanisms and cultural references that have implications for validation of scoring for a UK population. The resource offers the advantage of having a range of attainment subtests available across the age range 4 to 85 years, it is recently standardized and is open to specialist assessors.

• Preparation time is necessary to determine accurate administration for each subtest and the resources needed e.g. stimulus book 1 or 2, stimulus card, timed response or not, response booklet required etc. The Comprehensive Form Fast Guide Table 3 is very helpful for this. The examiner also has to be aware of the difference between American Grades and UK School Years. A useful 'Conversion Table of USA Grades to School Years' can be downloaded from Pearson (www.psychcorp.co.uk).

• The variation in pronunciation between American English and British English could compromise standardization and invalidate standard scores. When contacted about this concern, the publishers of the AAB, PAR, advised *'using local pronunciation of words but to add in caution when calculating standard scores because the AAB was standardized on an American Population using American English'*. It is noted that the UK has a range of local accents and regional dialects to consider as well.

• The Screening Form seems to have limited value as there is no Reading Comprehension subtest included – this could have replaced the optional Writing Composition, the latter having a set topic to write about for all eligible ages (*the best day you ever had*) and is both time consuming and subjective to mark. A timed Free Writing task with examinee choice of topic could be preferable.

Test Administration
• Once the preparation is done, administration is fairly straightforward, apart from the instructions using Americanisms, which may not be understood by examinees from a different population. For example, Oral Expression Item 8, 'Can you tell me how to fix it?' Scoring is easy once the appropriate age-group table is located.

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[1]Parent education level was used for individuals age 4 to 21 years. For individuals age 22 years and older, actual obtained education level was used (from Table 4.3 Demographic Characteristics, page 79 Comprehensive Form).

Confidence Interval values are conveniently positioned at the bottom of each table for easy reference.

- Disadvantages include the length of time required to administer the complete battery of tests. AAB takes a long time to administer the complete Comprehensive Form. The 'less than 90 minutes' suggested in the Comprehensive Manual appears to be something of an understatement. Administration practice may speed up this process although examinee speed is likely to be variable. It is advisable to be selective about which composites and their subtests to use if the AAB is considered to be a suitable resource for attainment assessment.

- There is no measure of writing speed. Some subtests do not appear to be appropriate for Higher Education, for example, Oral Expression, Oral Production and the Writing Composition. Some of the subtest practice items are given by the examiner rather than involving the examinee to provide them with some experience of items to follow.

- Careful consideration of each subtest is recommended to determine if it actually measures what it purports to measure. For example, Oral Expression appears to load heavily on Working Memory; Listening Comprehension: Words and Sentences appears to be testing vocabulary knowledge.

- PAR are willing to adjust about 12 items in the Mathematical Calculation and Reasoning subtests to make them compatible with the UK maths curriculum. However this would appear to compromise the standardization of these subtests and invalidate standard scores calculated.

Examinee Feedback

Comprehensive Form – Male 65+ years

The Writing Composition was the only subtest not administered. The assessment process took over two hours to complete which the examinee felt was too long even with short breaks built in.

- **Word Reading:** Some of the wording were alien (Americanisms); had some difficulty coping with materials and instructions at the same time, for example where a stimulus card was required.

- **Reading Fluency text for accuracy:** Did not take in what he was reading so was pleased not to have to answer questions about the text.

- **Reading Comprehension Passages:** interesting to read but it was a distraction to have to mark the ends of sentences and his attention was split.

- **Oral Expression and Oral Production subtests:** felt to be elementary and not appropriate for adults.

- **Maths Calculation:** did not provide continuity in terms of gradual increase of difficulty of the questions. Answer format was questionable, particularly for division sums where the positioning of the answer line was different for some of the questions.

- **Maths Reasoning:** The continuity of the questions jumped about, rather than going from easiest to hardest. Did not understand many of the symbols used in the questions; felt that a lot of the later questions were beyond his level of maths reasoning or that he didn't understand the American formats and wording of the questions.

Comprehensive Form – Female 6 years (Year 2)

Examinee enjoyed the activities but said they took a very long time (well over 90 minutes across two sessions).

- **Rhyme activity** was tricky because "the position of the answer changed in the book" *(position of correct answer picture changes after the first three items).* She liked having the pictures to look at – this helped her to think about the questions better.

- **Pre-writing skills:** *"I had to concentrate to make sure I kept on the dotted lines".*

- **Spelling: Letter Writing:** *"I got confused with Capitals and little letters".*

- **Spelling: Word Writing:** *"I can spell some longer words if I make myself think about them. I know that 'ph' says /f/".*

- **Maths Calculation Part 1** *"I liked the sums because there are pictures as well.*

- **Maths Calculation Part 2** *"The sums are tricky because there are a lot of different questions. I had to really concentrate on remembering the signs so that I knew what sort of sum I had to do".*

Screening Form - Female 16 years (Year 11)
Note: The Screening Form Manual is required for scoring.

- **Word Reading:** instructions were clear and easy to understand. Felt embarrassed about some of her pronunciations, concerned about stuttering.

- **Spelling:** liked being given the word, then the word used in a sentence and then the word given again. This was so useful to gain meaning of each word in a context. Felt uncomfortable part way through – there were words she felt she should know how to spell but was uncertain about them.

- **Writing Composition:** topic is weird – 'Write about the best day you ever had'. *"You don't just have one best day in a lifetime, there are several and much depends on the situation and context. I would have preferred to write about the situation first and then to explain my feelings. Because I was asked to give plenty of details, I needed to incorporate the two and this was more difficult".*

- **Maths:** good but more spacing should be allowed for working out and writing the answers. *"I do not like having to use spare paper for working out sums – I like the workings out where the sums are. The difficulty skipped about a lot, some questions were simple others quite complex. I did not understand what some of the questions were asking for".*

Dyslexia Animation

Dyslexia Action is delighted to have been chosen as one of two charities out of around 180 to benefit from winning a number of animated films custom made by animation students to give a visual representation of one of the ways in which the charity helps. The animated films were made for the inaugural Creative Vision Award for Charities 2015, created and funded by accountancy firm Kingston Smith LLP.

Along with blood cancer charity Anthony Nolan, Dyslexia Action has won six animated short films worth an estimated £150,000 each. The films were created in partnership with Bournemouth University's BFX Festival and used cutting-edge VFX and animation techniques to tell a story. The students were asked to position the films to highlight Dyslexia Action's commitment to supporting children, young people and adults with literacy and numeracy difficulties, dyslexia and other specific learning difficulties. The challenge was to adequately portray that in the short time of 30 seconds which was allotted.

Dyslexia Action Chief Executive Stephen Hall commented: "We were extremely grateful to have been chosen by Kingston Smith and the others involved in the Creative Vision Awards as one of the two charities to receive animated films showing a visual interpretation of how our charity helps. The medium of film is particularly attractive for us because it is a very appropriate way to engage with our audience and to enable those with dyslexia to engage with the content. These films have given us a way to connect with people through imagery rather than written text and animation is particularly attractive to children and young people who need help to understand how dyslexia can affect their peers. Access to such beautiful visuals would not have been possible for us without the Creative Vision awards."

The winning two charities were chosen by Kingston Smith LLP through an application process that presented the most visually compelling and worthy cause. Once the two charities were selected, their brief was used to invite students from Bournemouth University to produce scripts for the content of the films. The charities were then invited to give their comments and choose scripts that they felt would aptly illustrate their cause.

Once the scripts were chosen, the animation students stepped in, bringing to life the concepts that had been defined in the scripts through words. Each team presented its artistic pitch and along with industry experts, Dyslexia Action selected a short list of films and the student teams working on those films were given the opportunity to work with mentors to create them. Throughout this process the teams met up with the charities to show progress and ensure that the films would meet the challenge of helping the audience to understand the charity's chosen message.

The charities aren't the only ones to have benefitted from the awards. Students creating the films were given the opportunity to work alongside some of the industry's finest, make valuable contacts and gain invaluable experience.

The 'Treehuggers' team, whose team members include Siobhan Maracle, Katharine Hill, Stephanie Anderson, Amy Moore and Arthur Tibbett that worked together to produce the winning Creative Vision animation film for Dyslexia Action gave this account of their experience.

Creating the Dyslexia Action Film
The challenge
We challenged ourselves massively on every aspect of this film. We had two main characters, one of which required FX work, two detailed environments, procedurally generated vines, a crowd of wisps (also requiring FX) and a large destruction sequence. Getting all of this done in just 7 weeks led to many late nights in the computer labs. But

with all the competing teams being so supportive of each other, and fit to burst with enthusiasm, the atmosphere in the room was always very friendly, meaning it was never too difficult.

The message
We absolutely loved Dyslexia Action's message of hope! Above all else, that was what we wanted to convey in our film. We wanted those with dyslexia to be able to associate with Greg's (the main character) difficulty at the beginning of the film, but then see that their situation doesn't have to be impossible, because there are those out there who can and want to help.

Visualisation
It proved rather difficult, trying to convey so much in such a short amount of time. We wanted to bring the script to life, convey the meaning of the charity and explain the work they do, all in 30 seconds!

In the end, most of our time was spent on nailing down the story and cinematography. Every decision we made towards this was based on research into dyslexia, the charity and film or game styles we wanted to emulate. We also paid close attention to the brief set by Dyslexia Action, as well as the critique we received from them and the mentors who helped us.

To Dyslexia Action the benefits of being chosen for the CVA 2015 are immense. Stephen Hall concludes:

"We think that the end result of the six films that we have been presented with is hugely impressive and we applaud the creativity and artistic talent of these bright young students who were involved in creating the films. We think that these films will help us in many ways to show that there is help available for those struggling with dyslexia and other specific learning difficulties."

Dyslexia Action has had use of the six animation films since October last year. The interest that these films have created via social media platforms has been astounding. These animation films have helped many people to understand how it may feel to have dyslexia and to understand that there are charities like Dyslexia Action that can help.

Dyslexia Action is excited to be extending this reach in April 2016 through a partnership with Everyman Cinemas. One of these animation films will be shown at Everyman Cinemas across the UK in a bid to help raise more awareness of dyslexia and the challenges it presents. We are very grateful to Everyman Cinemas for the opportunity to help raise public awareness.

To see the films that Dyslexia Action has at its disposition please visit: www.dyslexiaaction.org.uk/page/films-about-dyslexia
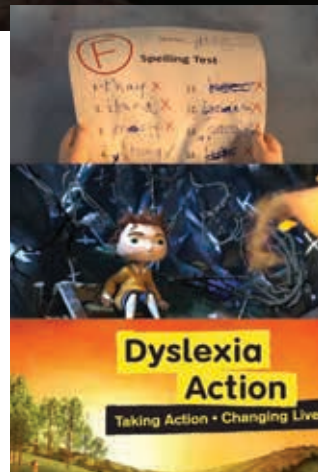
The Dyslexia Action Literacy Programme and Group Work

Lesley Binns, Lead Education Tutor for the Dyslexia Action Postgraduate Programme talks to Dyslexia Review about the Dyslexia Action Literacy Programme and how it can be effectively used in group situations.

Background to the Dyslexia Action Literacy Programme

In April 2012 Dyslexia Action Training and Professional Development launched the new **Postgraduate Programme in Dyslexia and Literacy**. The new course has been successfully accredited by the British Dyslexia Association (BDA) for its Approved Teacher Status (ATS) and Associate Membership of the BDA (AMBDA) and by the Specialist Assessment Standards Committee (SASC) for Assessment Practising Certificate (APC) eligibility. All modules within the programme are accredited at Level 7 by Middlesex University London at Level 7 as a pathway to their MA in Professional Practice in Dyslexia and Literacy.

Conditional upon this accreditation was a rigorous review to ensure that all course materials matched current academic Level 7 standards. This process included an internal review of the *Dyslexia Institute Literacy Programme* (DILP), which had been used for specialist literacy teacher training by The Dyslexia Institute following initial development by Kathleen Hickey in the late 1970s. The first DILP manuals were published in 1993 to mark the Dyslexia Institute's twenty-first birthday. They continued to be used for postgraduate teacher training purposes, with some periodic updating, after The Dyslexia Institute merged with The Hornsby International Dyslexia Centre in 2005 and changed its name to Dyslexia Action. In 2012 work began to build upon this work and develop the new Dyslexia Action Literacy Programme (DALP).

There were other factors that made it necessary to review DILP and its continued use within Dyslexia Action postgraduate training programmes. Firstly, recent educational policy within the United Kingdom, in particular the introduction of synthetic phonics, altered the types of literacy difficulties that learners present with in the classroom (Handley, 2010).

> "The American National Reading Panel (National Institute of Child Health and Human Development, 2000) described synthetic phonics programmes as those that emphasise teaching students to convert letters (graphemes) into sounds (phonemes) and then to blend the sounds to form recognisable words" (Wyse and Stuart, 2007).

Secondly, *The Special Educational Needs and Disability Code of Practice: 0 to 25 Years*[1] has implications for the responsibilities of teachers and their ability to plan and deliver curricular content to learners with a much wider range of requirements than previously reported. The move towards inclusive practice has also been coupled to increased financial strictures, which have reduced the scope for many teachers within state schools being able to work with learners in one-to-one sessions: group work is increasingly common. Apart from a short article written by Wendy Goldup in Dyslexia Review (2004), little further guidance was published on the use of DILP for group work.

Thirdly, Sir Jim Rose's independent report, *Identifying and Teaching Children and Young People with Dyslexia and Literacy*, (Rose Review 2009) placed paramount importance upon the need for literacy programmes and literacy interventions to have a sound and clear theoretical and research basis. All of these factors have changed the educational landscape within the UK – and literacy teaching has to adapt to the diverse requirements of these learners as they present in the early part of the 21st century. The Dyslexia Action Literacy Programme (DALP) has been developed to reflect this changing landscape and to encompass the good practice recommendations of The Rose Review. It is both a literacy programme for teaching learners of all ages and a teacher training tool used in Dyslexia Action training courses. Since theoretical links are clearly and consistently made within the published DALP manuals, and all aspects of practice are linked to constructs and research theory, teacher-practitioners using it are therefore able to appreciate why certain strategies are suggested and why they are generally effective.

The Dyslexia Action Literacy Programme and Group Work

Lesley, why did you decide to use DALP with a group?
Although I do have the opportunity to work one to one, I have found that this is increasingly rare. I now usually work with pairs or groups of three or four. I have also been teaching Literacy to groups ranging from eight to seventeen learners, so I wanted to look at how I could use DALP with larger groups.

How did you decide on the structure of the lesson? Could you follow the traditional lesson plan structure?
It was surprising how much of the lesson plan structure I could follow. It did take time to establish the routines and to develop learner independence but once the learners were confident this worked very well.

Could you individualise the work?
Some compromises had to be made as with the reading/spelling cards but with regards to revision and reinforcement activities these could be targeted and differentiated.

How did you do the alphabet/sequencing section of the lesson?
After the initial placement, we found that most of the learners were not secure with the alphabet so they started at the beginning. The learners all started with the initial activity of placing out the first, last and middle letters. We discussed ideas to remember aspects such as MN in the middle and made 'metaposters' for the wall. One learner came up with 'mouse' for <M> and 'nose' for <N> (Figure 1).
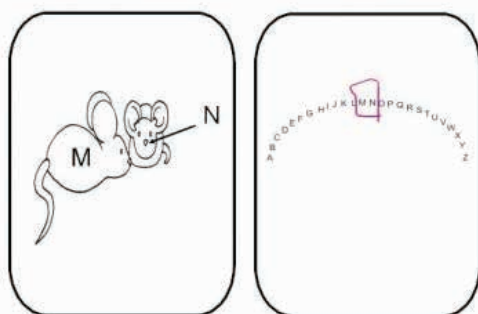
How can I remember?

Figure 1

Learners worked in pairs and it was very encouraging to hear them discussing the alphabet and strategies, often pointing to our giant 'metaposters'. Many of my learners have 'speech, language and communication needs' so this section of the lesson was instrumental in encouraging discussion, sharing of strategies and independence.

> Learner A: That's wrong.
>
> Learner B: No it's not.
>
> Learner A: Look at the picture! It's MN not NM. Look Monkey… Nose.

Once the alphabet was established, the children were introduced to Alphabet Battle game which became a favourite. Children worked predominantly in pairs with adult 'hover'* support. The main themes such as quartiles could be introduced to a group of four and then activities and games were designed to reinforce the areas taught.

'Hover' support is light touch support that gives the learners space to explore without stepping in too soon or taking too dominant a role in the learning process. Such support usually circulates the learning area monitoring to provide support (both acknowledgement of good practice by the learners or the requirement of additional input) rather than being static and fixed to a particular group.

How did you do the reading and spelling cards?
Reading cards
I explored different ways of doing the card routines but in the end decided to have enlarged ones which we did as a small group. The children would decide on the picture for the reading card together after a directed discovery process had established the new link between the grapheme and the phoneme. Interestingly, once the routine had been established I was able to hand over to a learner to be teacher (card holder) and the learners would monitor their own answers. If someone got it wrong, the others would help and it would go back into the pack. The learners became very supportive of each other and wished to complete the pack without putting one back.

Once of the difficulties my learners had was the production of the pure sounds. So the caveman card (See Figure 2) was introduced as a way to encapsulate the discussion we had about the importance of saying pure phonemes. When shown the caveman card the children would say 'uh' (the caveman noise) – to indicate that a schwa had been wrongly added to a phoneme. So in group work on the reading cards one of the learners also had a copy of the 'caveman card' which they would hold up when one of the group members said a sound wasn't pure (it had the caveman 'uh' on the end). It therefore

became a challenge for the learners to do the reading card pack without seeing the 'caveman' – a challenge they enjoyed.

Figure 2

Spelling cards
The spelling cards were much easier to establish and although we initially started doing this as a whole group with whiteboards, the learners quickly learned the routine. After discussion with the learners they said they would like to try doing it in pairs. This became very successful with one learner as the 'teacher' and one as the 'learner'. The learner also monitored the 'teacher's' pure sounds. This section of the lesson was monitored by two adults using 'hover' support.

Using Elevator Words in Groups
In DALP the term 'elevator words' is used to replace two terms: 'sight words' and 'high frequency words'. This is because the phrase 'sight words' is confusing and inherently misleading. Part of the issue is at certain points in a teaching intervention some words that would be useful to use are phonically regular but not be in-structure words i.e. the phoneme-to-grapheme links for some constituent parts have not yet been covered within DALP. This is true in the case of words like 'paid' and 'the'. Other words feature as elevator words because they are highly irregular. This is true of words such as 'said'.

Surprisingly, Elevator Words became one of the easiest elements to introduce in group work. Each learner completed the DALP placement process and had individual elevator word lists. These words were then written on cards and put into individual boxes, one for reading and one for spelling. Although initially, the learners were a bit muddled they established the routines very quickly, taking it in turns to 'test' each other. We were also able to send these boxes home to practise. All the children showed progress and parents/carers were actively involved in the 'word boxes'. The learners monitored their own progress and once words were secure they moved them into their monthly envelope.

Tricky words were looked at as a whole group and we talked about strategies, designed posters/visuals and shared ideas.

Did the learners also do the Metacards in pairs?
Within DALP 'metacards' is the name given to memory prompt cards that link to key bits of metalinguistic information that are beneficial for the learner to reflect upon (Figure 3). The process of reflecting upon the linguistic information that the metacards capture, enables the learner to recognize further instances of the phenomenon in the programme as they arise. Metacards schematise the learner's growing metalinguistic awareness.

This is an element of the lesson we changed as I wanted to do it with the whole group. I moved this to the review part of the lesson as a consolidation of everything that had been covered and a reminder of what we had done previously.
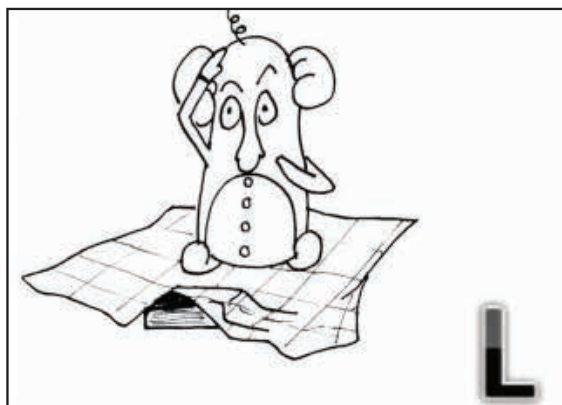

Figure 3

Example of a standard DALP metacard showing 'Easy to Lose L'. This metacard is used to capture understanding of the difficulty of remembering the letter <l> in many initial and end blends (e.g. as in 'blunt' and 'hulk').

The metacards were made in partnership with the learners and therefore captured all the learning on that topic during the lesson and gave learners an opportunity to explore and examine their understanding.

How did you approach Directed Discoveries?
Phonemic Directed Discoveries
This followed the DALP structure but the introduction of the sound was through objects and a feely bag, or collections of objects in containers we called 'phonics boxes'. The learners took turns in feeling the objects in the bag, identifying what they were and trying to guess the sound.

/æ/
antelope
apple
axe
alligator
ambulance
ant

The learners were very engaged and it was interesting to hear them supporting each other. To help with the development of speech and language skills, the children were encouraged to share ideas with their partner:

> *Adult: Whisper to your partner what the sound is.*
> *Learner A: I think it is /æ/*
> *Learner B: Apple /æ/ yeah.*
> *Learner A: apple, ambulance, crocodile*
> *Learner B: crocodile isn't /æ/, it is a alligator (Child is unaware of 'an' at this stage)*
> *Learner A: Now what's that?*
> *Learner B: axe*

Nurturing speech, language and communication was a major learning requirement in our groups so developing vocabulary activities such as sorting was of prime importance. These language enriching activities involved the sorting of objects into groups/categories such as 'fruit', 'animals' and

'transport' – groups which linked back to the objects that had been presented during the directed discovery of the new phoneme. These additional language activities were done in what is known as the 'applying slot' section of the lesson – a section that can be used to enrich language, or work on other particular learner requirements. This meant that the work done earlier on the new phoneme was integrated into the lesson structure in the discussions arising during the 'applying slot'.

Punctuation, Suffix and Coding Discoveries
DALP has been developed to contain six strands to represent six key areas of literacy development. I have described how phonemic work can be done in groups, but there is great scope for using the other strands of DALP for group work. I developed the learning points in the DALP strand manuals to suit the requirements of the younger learners I was working with and to facilitate larger group activity. I decided to make the learning points even more 'hands on' to capitalise on the dialogic and eliciting impetus that is present in the DALP learning point scripts. Hoops became invaluable and essential elements for almost every task of this type. The learners would be posed a problem and then explore it in two groups. Each activity would involve the learners moving words/objects/ pictures and talking about their ideas. Below I have set out an example of an activity used to teach the difference between proper nouns and nouns (Learning Point P and S2 in the *Punctuation and Syntax Strand* of DALP). In this example I used personalised images to capture the particular interests of the group of learners, rather than use the photocopiable cards from the DALP manual (Figure 4).

Method:
The children are divided into two groups of four.

They are then given two hoops and the pictures and asked to divide them into groups.

The children then check what the other group has done and compare.

Once this is completed we focus on one set of hoops and I read the words and give it to a child who then matches the word to a picture.

The children are then asked to tell their partner/group what they notice about the words.

> *Learner A: Look, these have a big letter.*
> *Learner B: Yeah, capitals.*
> *Learner A: They are names, the Avengers.*
> *Learner B: That ones not.*
> *Learner C: It is here, Milton Keynes.*
> *Learner A: That's a name, it has a capital. That is why it is a capital. Give me the highlighter.*

Figure 4

As the learning points in the DALP strands also follow a structure, the next steps with this sort of group work are already set out for the practitioner. Below is an example of an activity that could be used to reinforce work just described on proper nouns and nouns as well as to introduce verbs (Learning Point P and S3 in DALP's *Punctuation and Syntax Strand*) using the resources from the DALP manual. These

activities have self-checking elements built in which allow the learners to check what they have done and then discuss any anomalies. (See Figure 5)
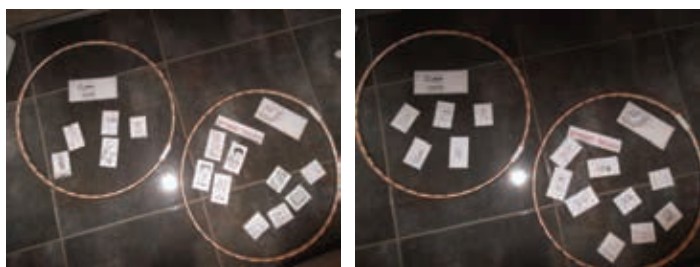

Figure 5

Suffixing is an area of difficulty for many of the learners we meet in specialist literacy tuition. DALP has devoted a separate strand to the development of suffixing skills, which builds upon the learners understanding of syntax. Figure 6 shows an activity to present the {-ed} suffix for the regular past tense (learning point Suff6 in the DALP *Suffixing Strand*). This was introduced in stages by first matching the pictures to the 'Every day' and 'Yesterday' image cards. Each child was then given a word to read and asked to match it to the picture. Once this was done, the common element in the words was highlighted on the cards.
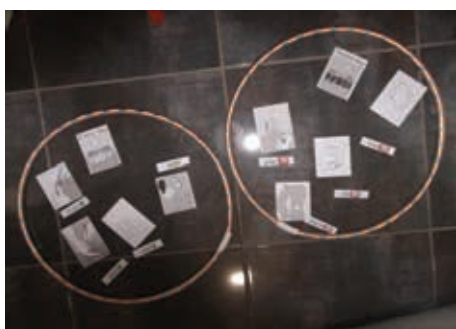
Figure 6

Children were encouraged to share their ideas with each other with an adult monitoring and helping at the end to summarise what the children had found if necessary. This encouraged the learners to develop their speech and language skills as well as work with others. An unexpected result of these activities is that learners who found literacy skills difficult began to shine as their ability to spot patterns and solve problems came to the forefront. One particular instance of this is a seven-year old girl, Learner A, who came to me on Level p8 for reading and writing who struggled with reading and writing, but was articulate. We discovered very quickly that she was able to spot patterns in visual information - during the hands-on activities she was able to shine by explaining her ideas to her peers. Learner A's confidence grew and also her interaction with her peers increased as they acknowledged that her ability to share her ideas was a strength to be admired.

Were you able to differentiate the revision/reinforcement sections of the lesson?
This was very easy to do and I would usually have three different activities for a group of eight or nine. Games became integral to the reading activities often consisting of simple games the children loved and could play independently such as *Four-in-a-row*. Children worked together and there was evidence of self-correction and peer-correction. During the games an adult would provide 'hover' support, which allowed the children to clarify any questions they may have had.

Activities involving onset and rime became a favourite with the children who after doing a whole group one were able to work independently in pairs cutting up words, sticking and reading them (Figure 7)
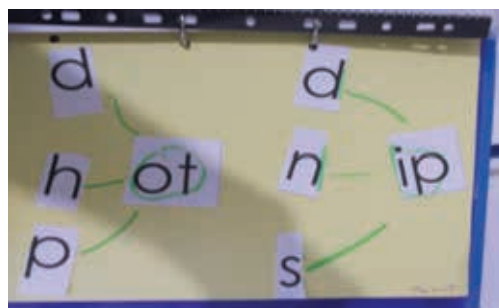

Figure 7

The sentence reading activity could be completed in pairs with one of the children reading the sentence which the other child then had to make from the words (Figure 8).

Figure 8

The Tutor Pack:
The tutor pack for word spelling (Figure 9) worked very well. The learners worked in pairs to follow the Echo-Spell-Write-Check (ESWC) routine. It was wonderful to hear the learners prompting each other 'What are the letter names?' 'There's a hiccup there' 'You got that wrong'

Figure 9

The Pair ESWC
The pair ESWC worked very well and gave the children the opportunity to read as well. Each learner would be given a card with spellings for their partner. They would then read the word and ask their partner to spell it. The children could then hand over the card and self-check.

Learner A	Learner B
1. hinted	1. hunted
2. melted	2. pelted
3. punted	3. stunted
4. tended	4. landed

A number of positives arose from this task:

1. The children wanted to put the word into a sentence and to be 'teacher' – saying the word, the word in a sentence and the word again. If they were unsure, they would ask each other or a 'hover' adult.

2. Saying the letter names became an integral part of the routine with children helping each other.

3. The children were very meticulous about checking their own work accurately so that their partner didn't find any errors they had missed.

4. Listening skills were developed.

5. The children began to use phrases which were introduced such as *'I am sorry, can you say that again please'* which could then be transferred to the classroom context.

6. The children were working co-operatively.

7. The children not only monitored their own work *'Yeah, I did better than yesterday.'* but also their partner's *'That is good. I can read it better.'*

The same structure can be used for the sentence dictation.

What were the benefits of using DALP with a group?
Independence
The advantage of working with a group is that I had to plan activities that encouraged independence, encouraged pair/group work and yet challenged the learners because the teacher cannot give each learner one-to-one support. Learner independence grew considerably over the year as they took increased responsibility for the routines and activities. Children monitored not only their own learning but also that of their peers.

Metacognition and Supporting Peers
As the learners were working in a group and did not have an adult with them one-to-one they really used their Metacards and the Metaposters. It was most rewarding to see the learners pointing to the posters or cards to help their peer remember a point. A metacognition clothes line developed where children would take photos of themselves using different strategies.

Communication
The learners had to communicate with each other during the routines, during pair work and directed discoveries. The quality of the language improved over the year as the adults modelled their thinking, the learners began to imitate and copy phrases such as 'you have a hiccup' 'Did you double check?' 'I think ......'

Everyone has strengths
The learners were able to find their own strengths and acknowledge those in their peers who previously had not 'shone'.

Challenging my practice
Designing the lessons to ensure progress for everyone was challenging. It made me look at activities and think about how I could develop them for pairs/groups. I had to explore how the activities could encourage increased dialogue and develop thinking skills.

What difficulties presented when using DALP with a group?
When teaching a session for the first time it did take time to plan and to make the resources, particularly for the differentiated activities. Although I love tailoring making resources to appeal to my learners' interests, such as the introduction of the Avengers for the proper nouns, I found that having the resources available to photocopy in the DALP manuals was invaluable.

The routines took time to establish but once the learner understood them, they embraced them and became very independent with adult 'hover' support. You do need to ensure that any adults working with you understand what you want to achieve. I had to go through the routines with my Learning Support Assistants (LSAs) and to ensure that they understood them fully: both their importance and their structure. Although establishing the routines was initially time consuming, it was most rewarding when we were able to step back and the learners took over.

As I have always had what other teachers in the school call the 'lower ability' literacy group, staff expectations of the children were generally also low. This meant that, when I gave the learners activities, explained the instructions and then stepped back, I initially had difficulties getting other adults in the class room to do the same. As the other adults saw the children's independence develop, it was interesting to see how their approach changed. Instead of giving answers or doing work for them, they would refer the children to their partners or ask them questions to encourage them to think about the process or the task.

I remember once, when the lesson was being observed by the Head and Deputy Head, at the outset they both commented that the planned activities were too difficult. Neither of them expected that my learners would be able to recognise nouns, verbs and proper nouns, be able to talk about their learning, get up and use the meta-wall independently or be able to explain what onset and rime was and why it was useful. I set the scene for the activity and then my LSA and I stepped back and let the learners get on. They discussed the activity, worked it out and were then able to sit on the carpet and feedback, much to the surprise of our visitors. This was such a rewarding moment in which my learners showed what they were capable of, if they were given carefully structured literacy support, showing not only that their literacy skills had developed but also their language skills, confidence, metacognition and independence.

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Reflections of a Dyslexia/ SpLD Specialist Teacher

Jan Beechey talks to **Glenys Heap,** recently retired as Head of Educational Development at Dyslexia Action, about her 26 years of service to the organisation and her passion for supporting individuals with dyslexia/SpLD.

What was in your background that led you to working in the world of Dyslexia?

I began my working life as a primary school teacher, leaving after three years to have children. After a few years I became a volunteer and, later, a tutor with the Adult Basic Education Service. My interest in dyslexia came after reading an article in a women's magazine. I felt that a number of the adults I was working with were showing some of the signs of dyslexia that I was reading about. I applied for the 1988-89, one year Dyslexia Action Postgraduate Diploma in Dyslexia and Literacy course in Sheffield and, during the course, was offered a unit paid teaching role based in Loughborough, Leicestershire. It was the most fascinating year of my life! I had never had trouble reading or spelling and so had never

needed to know about the structure of language. It was a revelation to me and learning how to use that knowledge to help people who struggled with literacy skills was amazing. It began the passion which has kept me going for all of the last 26 years.

In 1993, I became Principal of the Leicester Centre and then moved into the Training Department in 2002 as a Training Principal, running the attendance based (live-mode) Postgraduate Diploma and then continued as Director of the Continuing Professional Development Courses. From 2011 to 2015 I worked as Head of Educational Development across a range of development projects with the organisation.

How do you think things have changed for those with dyslexia since 1989?

Awareness of dyslexia and of co-occurrence has grown so much in the last 20 years. The Rose Report in 2009 was a great step forward and produced a definition which all the dyslexia charities supported. The Equality Acts have raised awareness and made it law that reasonable adjustments must be made within the workplace and within schools, so it has become much more of a political agenda item. Research has moved on and we understand much more about the genetic links and the co-occurrence of different specific learning difficulties. So there have been many changes in the way dyslexia is recognised and people with dyslexia supported, but there is still a way to go. Charities like Dyslexia Action, The British Dyslexia Association, Helen Arkell and Springboard for Children do an incredible amount of work in the field, but gaining sufficient funding to support those needing help is always a problem.

Can you tell us more about the projects you worked on with Dyslexia Action?

I have been involved in project work for many years. I think the first major project was 'Supporting Dyslexic Learners in Different Contexts' in 2005 where we worked with CfBT to train 100 teacher trainers, drawn from across the nine government regions, to deliver a programme to 1300 teachers and Learning Support Assistants throughout England. These trainers had extensive experience in the fields of both Dyslexia and Skills for Life, as well as in delivering training, and formed a regional network of teacher trainers.

The next big project was the Inclusion Development Programme (IDP) – led by the National Strategies and paid for by the Department for Children, Schools and Families (DCSF) – now replaced by the Department for Education. We worked alongside the children's communication charity ICAN and produced a disc which went out to all schools in England.

Dyslexia Action received additional funding to develop Continuing Professional Development (CPD) courses which built on the IDP and formed the basis for many of our current online CPD courses within the Training Department.

I worked alongside ICAN again in 2010-2012 within The Communication Trust's Youth Justice Programme, developing and delivering training for workers around the country. I also worked on a project to produce a website for prison officers to provide information on specific learning difficulties.

Empowering Parents and Carers was a project led by Dyslexia Action, funded by the Dyslexia-SpLD Trust, and delivered as a collaborative project with the BDA, Helen Arkell and Springboard for Children. The Parent/Carer Champions scheme developed from this and it has had great success in spreading awareness and support for families across the country.

More recently I was involved with the Dyslexia Action Online Teaching project (DAO:T) and Sound Check, working with the BDA and Springboard for Children to support children and teachers in 27 primary schools across the country, addressing the issue of children failing the phonics check for the first or second time. One in seven children will begin secondary school as a struggling reader and in the Education Endowment Foundation (EEF) Year 7 Transition Project we had teachers delivering tuition using Units of Sound, a multisensory literacy tool in 40 secondary schools around the country.

I have been involved in the development of a number of teaching tools over the years and have enjoyed delivering training on how they could be used: The Adult Literacy Programme (ALP), The Active Literacy Kit (ALK) and the Hidden Disabilities Questionnaire (HDQ).

You must have encountered many children and adults who benefited from the work of the Leicester Centre, are there any in particular that stood out to you?
I must have worked with hundreds of children, young people and adults over the last 26 years and I still have contact with a number of them. My first ever university student still sends me a Christmas card every year – she was an accountant and is now a property developer, married with three children (she still has around three different ways of spelling my name, but I don't mind!). From time to time I bump into the parents of some of my ex-students in everyday places such as supermarkets or garden centres. Sometimes former students ring me to tell me their latest news, as they know I love to hear about how they are doing. For example - Rob, has just received a first class honours degree, John is going back to do his Masters and Olivia is now deputy head of the art department at a local secondary school.

You secured a lot of funding for Dyslexia Action over the years, did you meet any memorable celebrities?
When we had the official opening of the Leicester Centre, we invited a local celebrity, Bill Tidy, a cartoonist, writer, TV and radio presenter, to do the honours. We had been warned to put up sheets of paper for him to draw on as he was known to draw cartoons when he was inspired. The Leicester Centre has several flights of stairs (long and steep) and Bill was inspired to draw a cartoon when he reached the top – unfortunately we had neglected to put some paper there, so he drew on the wall. That area of the wall was framed and survived several lots of redecoration!

When we opened the Somerfield computer suite in the Leicester Centre, Duncan Goodhew MBE the Olympic Gold medal swimmer cut the opening tape and was kind enough to let some of the children hold his 1980 Olympic gold medal.

Glenys in India

Other memorable times were being invited to speak at a conference in Mumbai in India – the payment was a magical trip to see the Taj Mahal. In 2009 I also spent a week with several colleagues at Aitchison College in Lahore, Pakistan, delivering dyslexia awareness and practical teaching workshops to school staff and other teachers from across Pakistan.

Pupils from the Preparatory Boarding House, known as Saigol House, with House Master Colonel Maboub.

What have been your greatest accomplishments?

I have done so many things within the organisation over the years, that it is hard to say what I would consider my greatest accomplishments. I am proud of the things I have achieved and I have had so much job satisfaction that it has made everything worthwhile. I have particularly loved writing and delivering awareness sessions to all sorts of people and organisations. My passion has always been that if we can make people understand what dyslexia is and how it can impact on people's lives, then small changes can be made which can make a huge difference, and they can help everyone – not just those with difficulties. I firmly believe that, although it can be disabling in some ways and can cause difficulties, it is really a learning difference and, given the right kind of support, understanding and encouragement, people with dyslexia can succeed in life just as well as everyone else. I am very honoured to have recently been presented with a British Dyslexia Association (BDA) Award 2015, for Outstanding Contribution to the Field of Dyslexia.

Are there any Dyslexia Action/Dyslexia Institute staff that have inspired you?

I have worked with some great teams – in Leicester, in the Training Department and most recently in the Research, Educational Development and Policy department. They have all shared the passion and have all been great advocates for dyslexia and Dyslexia Action.

I have been privileged to work with so many incredible people over the years that it is difficult to single any one person out, but I suppose the person on my pedestal would have to be Jean Walker, former Training Principal for the Dyslexia Institute and who retired in 2006. She trained me in Sheffield all those years ago and set the standard to which I have always aspired.

Glenys training Dyslexia Action staff in 2015

What has been your most important lesson in life, outside of the classroom?

I am a Yorkshire lass, (even though I live in Leicestershire and am moving to Derbyshire!) and my dad was a Yorkshire miner. I was very close to him and he was a great character – he always used to say to me "Family comes first, our Glen, but then life is all about making a difference to other people's lives." I have always strived to do that and I know that I have made a difference to many lives through the work I have done with Dyslexia Action – the individuals I have taught, the teachers I have trained and the people I have worked with. I can retire knowing that I would have made my Dad proud!

You are a very talented art and crafter, is that how you relax after a long day?

I have always been interested in making things – I did craft and pottery at college and have always knitted and crocheted and, at one time, I did a lot of dressmaking. In recent years I have become interested in making jewellery, using beads and a craft called Kumihimo– a form of Japanese braiding. I am chairperson for a craft group at church and we meet two evenings a month to make cards and try out different crafts. I am an early riser, so am often sitting at my craft table at 6.30am making cards!

You have offered so much of yourself to Dyslexia Action, what will you do with all your time now?

I have now moved house to my longed-for cottage in the country, so that will take up some time, but there is a craft room for me to pursue my hobbies and my intention is to join the local WI (no jokes about calendars please!). There is a queue of family and friends waiting for an invite to the new house in the Peak District so I am looking forward to mastering the 4-oven Aga and doing lots of entertaining. I am a 'chain reader' – I finish one book and immediately start another. I have even been known to have an audible book, a Kindle book and a paper book on the go at the same time, so no chance of me being bored! I have loved teaching though and have missed that in recent years. I have to admit that I have not been able to throw away my Dyslexia Institute Literacy Programme, or clear out my filing cabinet of teaching points or my cupboard full of games, so who knows – I may dust them off in the future!

Is there anything that we've left out of your life story that you would like to mention?

Dyslexia Action has been a huge part of my life for many years and I would like to thank everyone I have worked with– as I said earlier; I have worked with some incredible people. I meet up with some of my 'old' team from the Leicester Centre several times a year and some retired members of the training department get together occasionally. I have made some good friends and hope to keep in touch in the future.

It is sad to leave, but I know the time is right for me and my family. I have new beginnings to look forward to. I wish all the very best for everyone involved in the field of dyslexia – you do a great job! Keep the passion and commitment, and you too will make a difference to the lives of the people you work with.

Units of Sound Latest News
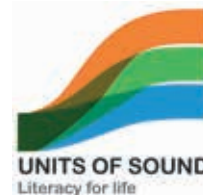
Hannah MacLellan, Units of Sound Education Manager, presents what's new in the world of Units of Sound.

Anyone new to Units of Sound may wish to read the Units of Sound article in the Dyslexia Review Spring 2015 edition (volume 26 Number 1) pp22-23.

Units of Sound version 6 has had a fantastic year, and has witnessed more and more individuals benefitting from the online literacy programme, helping students reach their potential in reading, spelling and writing skills and boosting confidence.

UPDATE

With the launch of Units of Sound version 6 last year we saw the introduction of many new features and improvements, and we can see how these changes have enhanced tutors' as well as student's experience with the programme. We have had very positive feedback on Units of Sound's new, clean look. AutoRoute, which sets a skill sequence for the student to work through, reassures tutors that the programme is kept in balance. In Reading, students appreciate that they can re-record just the words that are wrong, which makes for a much smoother experience. The ready-made Reading Check and Writing Activities help tutors provide more support and structure within a lesson, and make working with students and checking progress even easier. The Tutor Area provides detailed information on progress, and this makes it easy for tutors to monitor development and provide feedback to parents. The online Practitioner's Course, which makes sure tutors know how best to work with their students on Units of Sound, has been fine-tuned over the last year and takes only 5hrs (min) to complete.

CURRENT BENEFICIARIES

We currently have, on average, 4000 Units of Sound sessions happening every week, and our client base has spread to just about every type of educational institution, not only in the UK, but different corners of the globe: state primary and secondary schools, independent schools, international schools, academies, Pupil Referral Units, FE colleges and ESOL language schools. The Units of Sound team has worked with the STS Language School in Hastings for the last three summers, providing Units of Sound lessons for 30 Swedish students (aged 14-17yrs), and is set to do the same this year. This project has been testament to the value of Units of Sound with students who are learning English. The recording feature and multi-sensory approach is excellent for pronunciation work and spelling. The Writing Activities help the students focus on grammar and build up sentences. The students love it!

ONLINE DEVELOPMENT

Online access has revolutionised how Units of Sound can be used as it has opened up flexible and far-reaching learning. Students are able to log on from home as well as in school, and so there's faster progression through the programme. Units of Sound is purchased on a three year licence-based system, and when a student leaves or finishes, a tutor can register a new student, thus reaching more students per year. This makes Units of Sound a very cost-effective resource for schools and colleges on a tight budget.

We are currently working on the Units of Sound home version. This will be a single user licence for parents who want to set up their child at home, in order to work on Units of Sound independently in their own time.

Units of Sound will also be available on ipads, which is very exciting. In the meantime, you can access Units of Sound on an ipad using a Puffin Browser.

As an online programme, Units of Sound is uniquely placed to provide remote teaching support, accessed via skype or similar platforms. There are tutors already teaching in this way, including Dyslexia Action specialist teachers.

IMPACT REPORT

A new addition to our support materials is the Units of Sound Impact report document. This includes a section from Greg Brookes, Professor Emeritus of Education at Sheffield University, where he has reanalysed data from Dyslexia Action's Partnership for Literacy projects. This gives the valuable evidence that schools are looking for prior to adopting Units of Sound. You can find the Impact report on the Units of Sound website: www.unitsofsound.com

The Units of Sound team hopes you are enjoying the online version of Units of Sound and is always happy to hear from you if you wish to get in touch.

As a Guild member, you should by now have already received your invitation to sign up to a free Units of Sound trial. If you have any queries about the trial please contact Hannah: hmaclellan@dyslexiaaction.org.uk

To learn more about Units of Sound, sign up for a free webinar or purchase licences please visit the website: www.unitsofsound.com

Book Reviews

Macblain,S., Long, L. and Dunn, J. (2015). Dyslexia, Literacy and Inclusion: Child-Centred Perspectives. Los Angeles: London: Sage Publications. ISBN 9 781446 298435 RRP £23.99 pbk

Reviewed by Dr Jenny Moody, Dyslexia Action CPD and Postgraduate Diploma Psychology Tutor

This is a very readable and informative book, written by experienced practitioners in the field of dyslexia, literacy and inclusion, with a focus on children in primary schools and early years settings.
The contents of the book are clear, with its eight chapters divided into four parts (see below), plus an Introduction which sets out the aims of the book, and an Appendix of useful websites. This makes it easier for the reader to access particular content areas they are interested in.

Part 1: New horizons for pupils with dyslexia

- Chapter 1 explores the changing nature of childhood, families and cultures and the impact of these upon children with dyslexia and developmental literacy difficulties.
- Chapter 2 explores challenges and potentials in eliciting and giving influence to the voice of children with dyslexia and developmental literacy difficulties.
- Chapter 3 addresses the importance of emotional intelligence and its relevance to children experiencing difficulties with the acquisition of literacy.

Part 2: Building capacity to raise literacy standards for children with dyslexia and developmental literacy difficulties.

- Chapter 4 considers child-centred approaches to the identification and assessment of dyslexia and developmental literacy difficulties.
- Chapter 5 provides a detailed analysis of the critical ingredients of child-centred learning pathways for children with dyslexia and developmental literacy difficulties.
- Chapter 6 broadens the focus of the book so far to provide a discussion on capacity building in schools and the potential of professional learning communities for advancing inclusive school cultures.

I am pleased to see a short but important section in Chapter 4 focused on 'Advancing inclusivity for pupils with EAL who have dyslexia'. The presence, participation and achievement of marginalized learners requires all schools, irrespective of how they are funded or managed, to identify and remove barriers to learning in increasingly diverse contemporary classrooms.

Part 3: Literacy in contemporary settings

- Chapter 7 explores the rapidly changing nature of literacy and what it means to be literate in the 21st century and the impact of this on children with dyslexia and developmental literacy difficulties.

Part 4: Conclusions

- The book concludes with a final chapter, 'Contemporary Challenges: Looking to the Future', which addresses the challenges we are currently faced with and the nature of some of the key challenges that will face practitioners, children and families in the future.
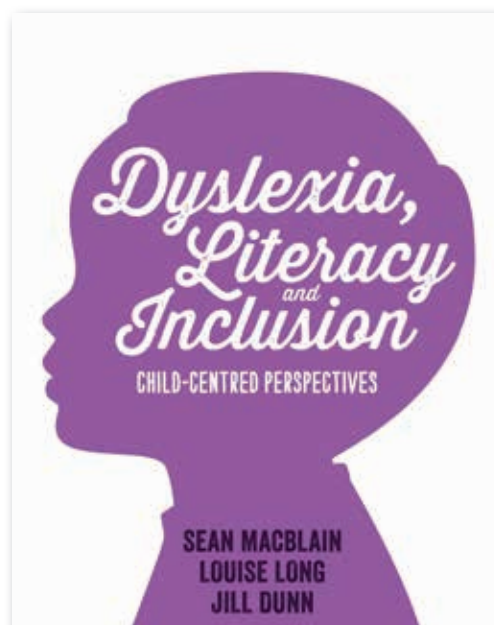
Each chapter is organized as follows:

- Chapter aims
- An exploration of critical literature and empirical studies related to the aims of the chapter;
- Appropriate and focused exercises and discussion points;
- Illustrative case studies from early years and primary contexts that should help readers to transmit new knowledge and understanding into practice; and
- Summary of key points emerging from the chapter;
- Recommended reading;
- References.

I would recommend the book to all primary and early years' classroom teachers and support assistants and all who work with children with dyslexia. Students in Teacher Training (primary and early years) would also gain knowledge and understanding from reading and reflecting on the contents of the book.

Would I buy the book? Most certainly – it is clearly written, informative, and contains a range of strategies that could be adapted to suit the academic and emotional needs of children with dyslexia and developmental difficulties in literacy in primary schools and early years' settings.

Bates, Bob. (2016). Learning Theories Simplified: 100+ Theories and models from great thinkers ...and how to apply them to teaching. London: Sage. ISBN: 9781473925328, 9781473925335 (pbk £18.99)
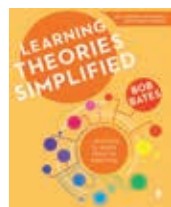
Reviewed by Jan Beechey, Librarian at Dyslexia Action.

As an Art and Design graduate, learning theory has mostly passed me by except when mentioned in training courses where the background to management theories and models of behaviour has been presented. I decided to review this book to increase my own knowledge of education and teacher training theory. I am pleased I did as this book is informative and easy to use with its bite-sized format for each theory.

Part 1 begins with classical learning theories, starting with educational philosophy from Socrates to Freire, moving on through the behaviourists, cognitivists, humanists and neuro-scientists of the twentieth century. Part 2 looks at more contemporary thinking on learning and teaching, covering the work of some of the most respected current educational thinkers on issues related to the personal qualities of both teachers and learners. Part 3 looks at the theories underpinning planning, delivery and assessment of curricula and learning for those involved in developing, delivering and evaluating programmes of study.

Each theory has just two pages, the first page outlines the theory itself, and the facing page then covers these three areas; How to use the theory, applying the theory in the classroom, and a suggested reading list of no more than two or three books for more reading on the particular theorists ideas. This short suggested reading list was a very brave idea and stuck to the book promise of being written for "busy teachers, trainers, managers and students".

What I particularly enjoyed was the authors' anecdotes and real life examples as well as his reference to particular films used to illustrate some teaching and learning styles. Bates' humour shines throughout. Although the book does not focus on specific learning difficulties as such, he does give examples of learners with Autism (Norman Doidge/ Brain Plasticity), Offender Learning (Carol Dweck/ Mindsets and John Hattie/ The Rope Model), Asperger's Syndrome (Jean Piaget/ Constructivism) demonstrating also that some of the theories can help with Memory Weakness and Attention Deficit (George Armitage Miller/ Chunking and the magical number 7) and Inclusion (Shirley Grundy / The Praxis Model).

This book will be invaluable to teachers at all levels as it covers Montessori's ideas on educating children's senses and Goldschmied's ideas about (heuristic) learning through play and creativity; it also provides models suitable for older learners such as Tomlinson (Differentiation) and Black and Wiliam's (Formative assessment). There is much here for those involved in Coaching and Mentoring (Section 2.5) or Teamwork (Section 2.6). You can easily dip into this book, reading about any of the theories that interest you but I ended up reading it from cover to cover and I think that any student teacher would probably do the same. It is a book that you will want to keep for reference either to refresh your memory or to reflect on your own practice when faced with a difficult or unsatisfactory situation. In fact *Section 3.5: Evaluating Teaching and Learning*, helps to outline what exactly reflection entails and the models surrounding it. Bates states *"Choosing to be a reflective practitioner because it is a requirement of the profession is not however sufficient reason to do it. Becoming, and continuing to be, an effective teacher is impossible without a strong commitment to reflective practice."*

Reader Offer

Wilson, A. and Rolles, H., (2015) Phonics School, (workbook and DVD). London: BBC Worldwide Learning. ASIN: B00P7YHR7S.

Reviewed by Lisa Brockway, East Midlands Area Manager, Dyslexia Action

Phonics school consists of a DVD and supplementary work book. The DVD is described as a '*combination of cartoon animation and visual story telling.*'

The DVD allows you to select episodes that concentrate on a particular sound or sounds which is a good idea and means that you can choose sounds to work on. The story revolves round these sounds, starting with an explanation of what sound the characters are and the characters saying their sound. It is here that I personally found difficulty in hearing the sounds, especially the <m> and <n> sounds and the soft sounds <h> and <p>.

The narrator then describes and shows how each letter is formed. Words beginning with the letter appear with the initial letter identified. The character takes the shape of some of the words giving a visual and auditory clue to the word. I would question whether blends should be used for some of the letters e.g. skunk and snake for the sound <s> why not use 'sun' 'sink'.

The episodes then lead onto a story which reinforces the sound before moving on to a summary which shows the sound, how it is pronounced and how it is written.

The introduction to each episode is catchy and is the same for each episode.

The DVD is accompanied by a well presented workbook, a page for each sound. The pages are clear and allow space for the letter to be practiced. At the top of the page the characters could be coloured in adding to the appeal of the workbook. On the inside front cover there are suggestions on how to expand the activity by asking questions about the episodes e.g. How did 'e' help his friend? Why did 'e' turn into an elephant?

Overall the Phonics School is another fun way of teaching phonics, however I think the sound of the letter can be difficult to hear and in some of the episodes there is background interference from the story. I think it is a useful tool for parents as the sounds produced are pure and without the schwas (the er sound on the end of the letter e.g b-er). Many parents do not know the pure sounds of letters and by listening to this dvd they can hear how their children are being taught phonics and can provide additional support for their children at home.

Phonics School DVD and activity packs retail for £16.99 at www.phonicsschool.com. The series is currently distributed as a DVD and digital copies are available via iTunes (and will soon be available on Google Play). Each learning pack includes the series DVD, 16 episodes, and an activity book that reinforces learning.

Tennent, Wayne. (2015). Understanding Reading Comprehension: Processes and Practices. London: Sage. ISBN: 9781446273173, 9781446273180 (pbk) £23.99

Reviewed by Margaret Barr, Dyslexia Action CPD Tutor

Tennent's book provides an in-depth analysis of the complex subject of comprehension. Processes and practices are clearly described and there are dialogue points and school-based activities at the end of every section.

In the first two chapters Tennent discusses some current ideas about the place of comprehension in the primary school curriculum. He refers to the Simple View of Reading, espoused by the Rose Review, which is the basis for the present approach to teaching reading. Tennent says that a positive aspect of the model is that decoding and comprehension are separated and each should be taught differently, though comprehension is more complex than the Simple Model would suggest. He refers to ongoing arguments about whether the initial focus should be on phonics before comprehension but says that as a normally developing five year old has language comprehension in advance of the ability to decode it would "seem odd to avoid supporting this until the decoding element had been mastered". (p15.) He believes that comprehension can be taught from a very young age.

Tennent states that Comprehension is difficult to define. He summarises various approaches to the question "what is comprehension" and finds some shared concepts and key ideas such as the importance of words and sentences, prior knowledge and memory. He emphasises that comprehension is an active and developing process.

Comprehension is also a complex process but it can be broken into components. In Chapters 4 and 5 Tennent begins to discuss these. He talks about the importance of memory, especially working memory, and of the reader monitoring what they is reading. The connection between memory and monitoring is considered. Chapter 5 deals with linguistic features. It is good to see morphology included with vocabulary and syntax. The former is often overlooked.

In the next three chapters Tennent goes into great detail about that vital element of good comprehension – inference. There are two basic processes; one happens automatically while we read (coherence) and the second is where questions are asked after reading is finished (interrogative). The first process, which Tennent calls online, consists of resolving pronouns, bridging inferences (making coherence between two adjacent pieces of information) and prediction. Teachers must make sure that these are in place before further skills can be developed.

The interrogative process consists of elaborative, deductive and inductive inferences. As with coherence inferences, Tennent demonstrates these concepts with well-chosen short texts. These passages make each part of the complex processes of inference very clear to his reader and this whole section is a very welcome part of the book.

Chapter 8 brings the various components of the comprehension process together. Tennent demonstrates this with a model, called the Reading Cycle and shows, with an illustrative piece of text, how this was developed in three areas. These are surface structure (words and sentences), textbase (a network of ideas and information developed in the head

from reading the words and sentences) and a situation model, which puts what is generated in textbase into context. He then uses the same text to show how different readers interpret it. An important theme of the book is that readers bring their own knowledge to what they read and teachers must take that into account and listen….

Chapter 9 deals with choosing texts at the right level. Tennent also believes that comprehension doesn't just come from written text, it can also come from pictures, films, etc. In fact for young children who are still developing their decoding skills, a book, which combines pictures with text is essential if they are to have the chance to fully develop their comprehension skills. He believes that when comprehending pictures or films "the reader needs to access the same components of comprehension as those required to comprehend written text". (p.140)

Chapter 11 outlines practical ideas for teaching and is presented as a dialogue between the teacher and students. For Tennent dialogic teaching is a critical aspect of successful comprehension teaching. He presents lessons for three groups, nursery, year 1 and year 5. The first group is presented with just pictures (in fact paintings from the National Gallery), the second with a mix of words and pictures and the third with just words. The three elements of the lessons are: exposition where literal comprehension is likely to be mostly teacher led instruction, exploration where engagement with the text and understanding is deepened with inferences based on clues in the text and finally expansion, bringing in the pupils' own knowledge. In the latter elements the teacher elicits learner talk including encouraging pupils to build on each other's answers. Tennant makes it clear that the 3 elements are not done in a linear way.

This is a very useful reference book for teachers of comprehension. The breakdown of the processes into its elements (while showing the links between them) should allow a teacher to see clearly where progress is being made and also where there are problems. It should also make possible the explicit teaching of various elements and this can benefit all learners, not least those who have reading difficulties.
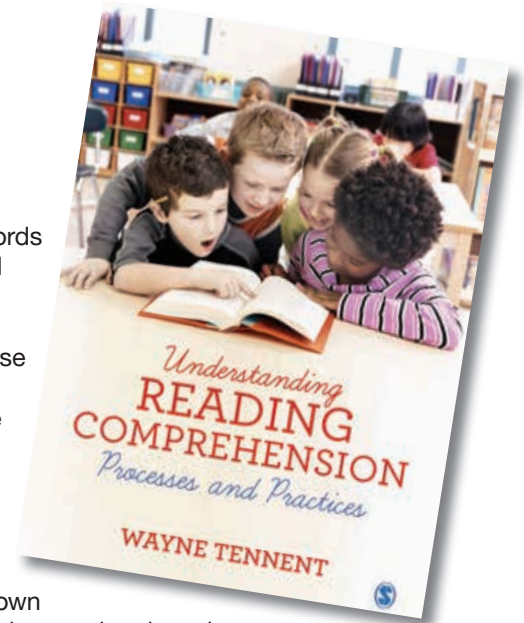
Ruttle, K., (2013). Target Ladders: Dyslexia (Differentiating for Inclusion). Hyde, Cheshire: LDA. ISBN 978-85503-548-5 RRP: £15.99 pbk

Reviewed by Anne Rees, Area Manager, Wales, Cardiff Learning Centre

This book by Kate Ruttle is part of an LDA Learning series 'Differentiating for Inclusion' (other titles in the *Target Ladders* series include: *Autistic Spectrum; Behavioural, Emotional and Social Difficulties; Dyscalculia; Speech, Language and Communication Needs; Visual Perception*).

The book aims to help teachers with focused target-setting for their pupils with dyslexia. It focuses on what a child can do, rather than what they cannot do, and presents 'small-step' targets for children with dyslexia. Seven different aspects of dyslexia are identified:

- Phonological awareness
- Visual and auditory perception and memory
- Phonics and spelling
- Reading comprehension and fluency
- Writing – handwriting, punctuation, sentence and text
- Planning, organising and remembering
- Self-confidence and motivation

Each of these aspects is subdivided into four target ladders (e.g. phonological awareness is subdivided into rhyming activities, generating rhymes, hearing sounds/alliteration and identifying syllables), and then 15 to 28 small-step targets, graded in difficulty, are suggested for each target ladder. Clear step-by-step instructions are given for identifying appropriate targets; Scope and Sequence charts can be used to help pinpoint targets. Once you have become familiar with the layout of the book, it is easy to access the information that you need.
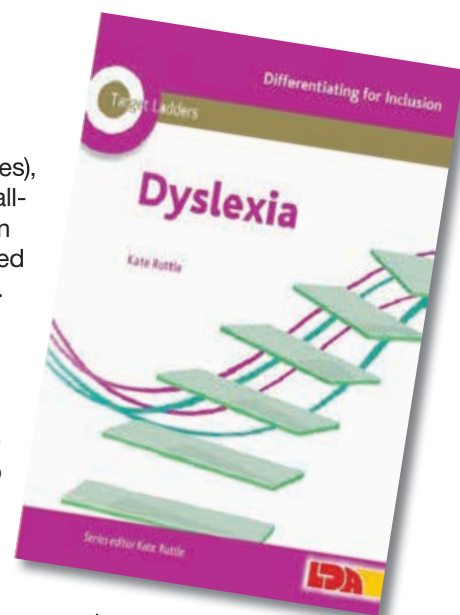
The book includes a concise 'What is Dyslexia?' chapter, referring briefly to the British Psychological Society 1999 definition of dyslexia, and then giving a fuller discussion of the findings of the 2009 Rose Report, *Identifying and Teaching Young People with Dyslexia and Literacy Difficulties*. Although this chapter is short, it includes information about the underlying difficulties associated with dyslexia and the developmental phases of dyslexia identified in the Rose Report, and is a useful summary. This chapter is followed by a comprehensive checklist of Dyslexia Indicators, for use by a classroom teacher or teaching assistant. Other short chapters cover: *How can I get a diagnosis – and what can I do to help?; What dyslexic learners find hard; The dyslexia-friendly classroom* and D*yslexia and numeracy*. These chapters have the merit of being short and easy to read, while, at the same time, summarising key information that the specialist teacher will recognise as good practice.

A CD accompanies the book; this contains the Scope and Sequence Charts, the Target Ladders for each of the seven aspects, together with suggested activities, the Dyslexia Indicators and Record of Progress. These can all be printed out and photocopied; they could also be read using text-to-speech on a computer. There is a brief list of other useful resources from LDA, but there is no bibliography or index.

Although this book is aimed at classroom teachers, who will find it very useful, there is much that is relevant for specialist teachers as well. Many of the suggested targets would be appropriate for a Learning Plan for a child receiving specialist tuition and some interesting and useful activities are suggested. This is a practical book that meets its stated aims well; it would be very helpful for SEN Co-ordinators, Additional Learning Needs Co-ordinators, classroom teachers and teaching assistants and would be a useful addition to the specialist teacher's library.

Kate Ruttle is a Dyslexia Action Postgraduate trained specialist teacher and independent consultant. Further information on this book and others in the series is available at: www.ldalearning.com

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Visit: www.dyslexiaaction.org.uk/membership-dyslexia-guild
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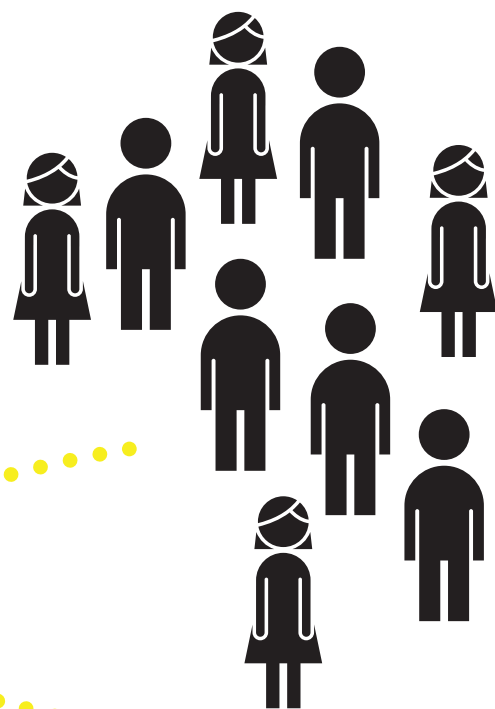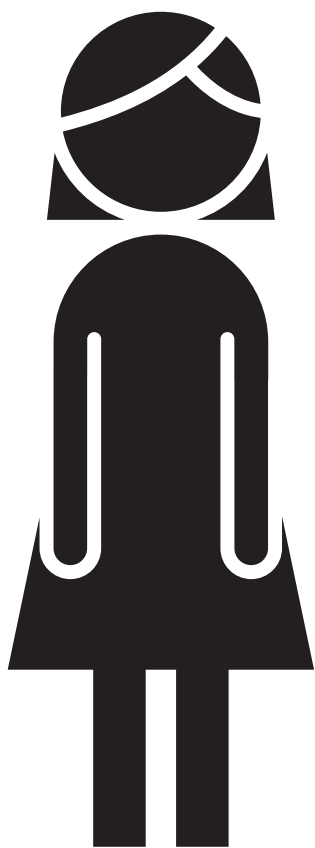
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