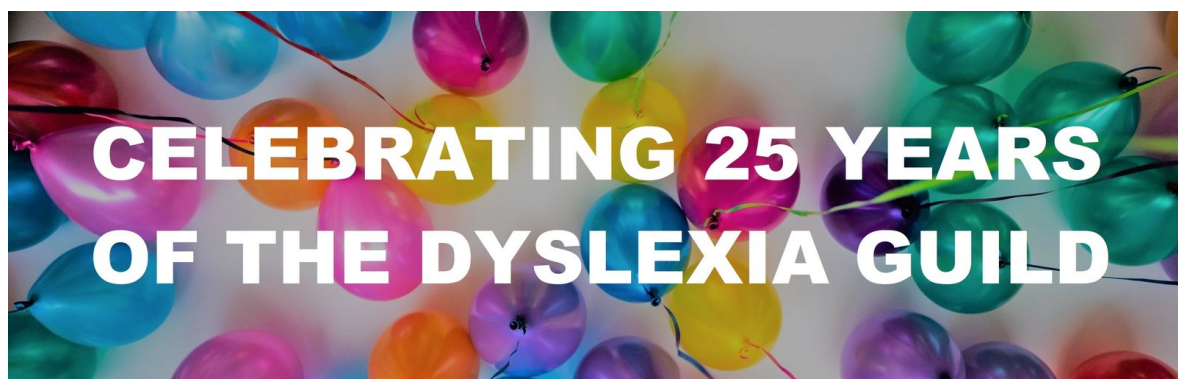




[Click here to view in a browser](#)
Speak to us on **01784 222 342**



Guild Gallery - February 2019

Dear Phil,

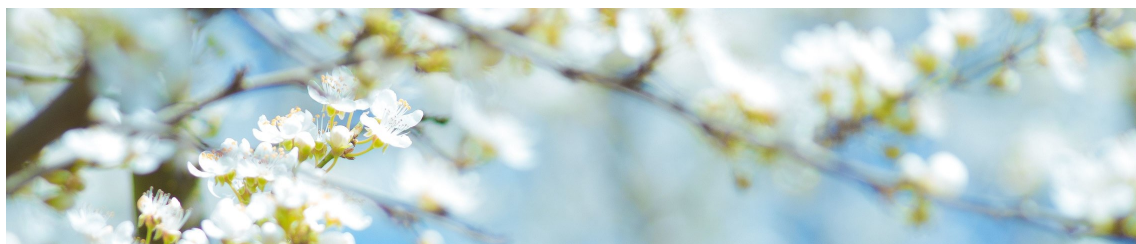
This year is very exciting one as The Dyslexia Guild celebrates its 25th Anniversary. We will be celebrating at the **Conference** on 20 June in London, so we do hope you can join us. Bookings will open next month and we will announce our Keynote Speakers soon. Keep an eye on [our dedicated Annual Summer Conference page online](#).

Our other celebration will be the 50th Anniversary of The **Dyslexia Review**, our professional membership journal. The very first issue was published as The North Surrey Dyslexic Society Review in April 1969. The first editor was Wendy Fisher, 1925-2010, who was inspired to set up The Dyslexia Institute after her own daughter was diagnosed with dyslexia in the 1960s. You can read about her legacy in [the TES](#).

I hope you have been enjoying the early Spring weather we've been having in the UK. Please do get in touch if you need any support over the next few months.

Kind regards,

Jan Beechey
The Dyslexia Guild



New Dyslexia Guild website

As part of our ongoing process of developing new services for our members, along with improving current ones, we've recently launched a brand-new



standalone [Guild Website](#).

Here you can find all the content you need including access to library and journals, details on the upcoming Guild Conference, past issues of the Guild Gallery and Dyslexia Review and much more.

Please visit the new site if you haven't already - and do let us know if you have any suggestions or comments.

DSA-QAG - Study Skills (SpLD, Band 4 NMH) members

Guild members with the designatory letters ADG FE/HE who do not hold a level 5 or level 7 SpLD specialist teaching qualification should be working towards gaining the baseline qualification, [Level 5 Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties](#), within three years of joining The Dyslexia Guild. The units which make up this Certificate are accredited by The CPD Standards Office and offer a flexible way of obtaining qualifications while managing your other commitments.

If you have any questions about suitable courses please email us at trainingcourses@dyslexiaaction.org.uk



SpLD Assessment Standards Committee (SASC) listing fee increase

Those holding an Assessment Practising Certificate (APC) through The Dyslexia Guild, as well as being listed on our Members Directory, are also listed on the SpLD Assessment Standards Committee (SASC) Assessor List.

We have been informed that the SASC are increasing their fee for listing on their website from £15 to £30 from **1 April 2019** (this fee is included in the cost of obtaining a new APC or renewing an existing APC and is not optional).

For more information on renewing or obtaining an APC, please see [our website](#). You can also view our [Members Directory](#).

[Click here](#) for more details about the SASC fee increase.

Conclusion of review of DSA evidence requirements for students with SpLDs

The review of Disabled Students Allowances (DSA) have decided that, from February 2019, students with an SpLD (such as dyslexia) will be able to provide, as evidence of their disability, a diagnostic assessment report in respect of an assessment undertaken at any age. For some SpLDs/neurodiverse conditions, such as dyspraxia/DCD and AD(H)D, a medical diagnosis should be sufficient for application for DSAs.

Dyslexia Action welcomes this news, as being obliged to provide a report for a student after they turned 16 years of age acted as a barrier to those students who had already been assessed at an earlier age. We must also point out that any assessment should be a full diagnostic assessment, carried out by suitably qualified assessors. Screening tests and follow on access arrangement concession reports are not suitable.

If you are unsure of your qualified assessor status, please contact us at guild@dyslexiaaction.org.uk with copies of your qualifications and a C.V.

If you are interested in obtaining SpLD Assessor qualification please visit [the Dyslexia Action website](#).

Are you carrying out exam access arrangements?

If you are, please be aware that the Joint Council for Qualifications (JCQ) have a personal data consent and privacy notice that you can [download here](#).



Dyslexia Action Shop - new website

If you haven't already noticed, Dyslexia Action Shop has a new website. Our colleagues at the shop have been listening to feedback and have developed a site designed to improve your experience with them.

All Guild members are entitled to a 10% discount from the Dyslexia Action Shop. To create an account, please visit [the shop website](#), create an account and then email the shop at shop@dyslexiaaction.org.uk to activate your 10% discount.

So, what's new?

Alongside a completely new look and feel to the site, they have improved site navigation, re-categorised the product range, linked their stock management system and, more importantly, have improved account functionality. All of these features will improve your experience with them - ultimately reducing the delivery time of your purchase.

Obviously, they want to ensure your purchase is as smooth as possible so they will be on the other end of the phone if you have any questions. Monica, Alex and Rachel are keen to ensure you get the best service possible and are there to help.



Training and Professional Development

The Dyslexia Action Literacy Programme (DALP) Extension Courses for Qualified Professionals

This series of short courses provides experienced practitioners with access to elements of the DALP programme through a series of masterclasses to enable them to refresh and extend their professional practice. The first course in the core series is the **Placement Process**, however practitioners may choose to select any of the programmes in any order. The **Morphological Analysis** course is a masterclass that provides an additional extension to the core series and as such may be selected by any practitioner who has relevant experience in literacy teaching.

Entry requirements: No prior knowledge of the programme is needed, though participants are expected to have a working knowledge of a structured, multi-sensory literacy programme or hold a qualification in specialist teaching or speech therapy. Materials are provided online for participants to download and print as required.

Click [here](#) for full details.

Improving Secondary Science

Following research that has found that the strongest factor affecting secondary pupils' science scores is their literacy levels, the Education Endowment Foundation has published guidance and a summary of recommendations. You can find them [here](#).



School libraries and literacy engagement

National Literacy Trust have published their findings from research into why children and young people use school libraries or not, their literacy engagement and mental wellbeing.

They used their new mental wellbeing index, which shows that those who don't use the school library are nearly twice as likely to have low mental wellbeing. Read more [here](#).

New Wheel of Apps for learners with complex needs

CALL Scotland have added a new Wheel of Apps to their popular 'App Wheel' series. It attempts to identify relevant, useful apps and to categorise them into areas where an iPad can be a useful tool for learning and teaching. Find out more [here](#).

Faulty 'Reading Network' behind dyslexic language trouble

The reading difficulty associated with dyslexia stems from a lack of coordinated processing in the four brain areas known as "the reading network," according to new research.

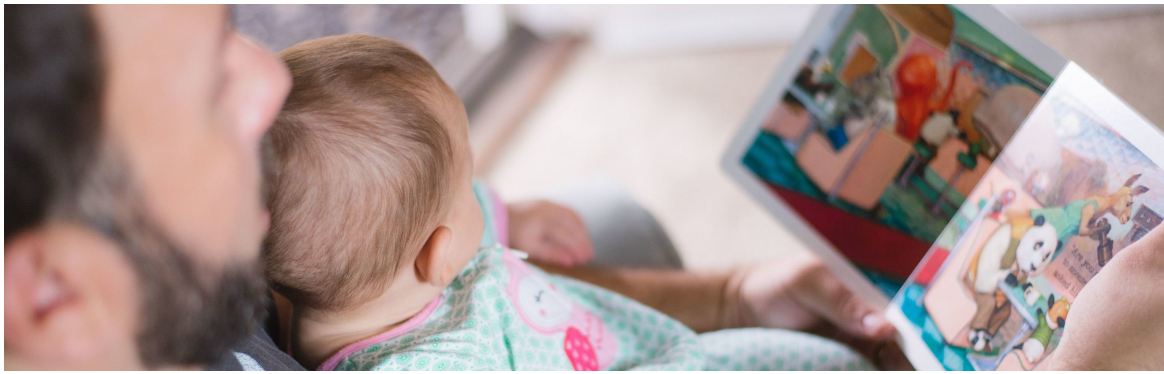
The new study could help researchers develop tests for early identification of dyslexia.

Tasks which require audio-visual processing are especially challenging for children with dyslexia, says Chris McNorgan, an assistant professor in the psychology department at the University at Buffalo.

Designing tests that address the problem of audio-visual integration could detect dyslexia, which often goes unnoticed in elementary education's early years. Read more [here](#).

30 under 30

Patrick Burke, a lecturer in Language and Literacy Education at Mary Immaculate College features on the International Literacy Association's list celebrating influential people in the field for his research on disciplinary literacy and literacy integration. He credits a teacher introducing him to the Harry Potter books as having a lifelong effect on his reading habits and shaping his career path. See the 30 under 30 stories [here](#).



Reading with pre-school children boosts language skills by eight months

The Nuffield Foundation funded research from the University of Newcastle who found that receptive language skills are positively affected when pre-schoolers read with someone who cares for them. The team, led by James Law, Professor of Speech and Language Sciences, carried out a review of reading intervention studies from the past 40 years, of both book and electronic readers and where reading was carried out with a parent or carer.

Professor Law said: "While we already knew reading with young children is beneficial to their development and later academic performance, the eight month advantage this review identified was striking. Eight months is a big difference in language skills when you are looking at children aged under five."

"The fact we saw an effect with receptive language skills is very important," says Professor Law. "This ability to understand information is predictive of later social and educational difficulties. And research suggests it is these language skills which are hardest to change."

Find out more [here](#).

Can I copy this for my pupils?

The Copyright Licensing Agency (CLA) has launched a campaign aimed at UK schools in a bid to boost teachers' understanding of how copyright affects their use of books and other resources.

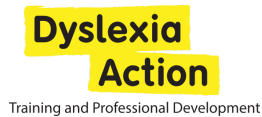
For years, UK mainstream state schools have been licensed by CLA through their regional education authorities. The licence covers them to copy and share material from textbooks and other resources that are protected by copyright law. Without this arrangement, teachers would be required to seek permission every time they wanted to make a copy from a book.

CLAs 'Licence to Copy' frees up teachers to be flexible in their lesson resourcing, allowing them to photocopy, scan or print out up to 5% or one chapter from the vast majority of books that their school owns, and to share these copies with their students for use in the classroom or study.

Schools can visit the [Licence to Copy](#) page to find out more about the campaign including an information video, helpful FAQs and an online checker.



Visit our website to see the latest information regarding membership benefits, The Dyslexia Guild conference and to access the Guild member's library and directory.



Visit Dyslexia Action Training for CPD or Professional Programme Courses in 2018-19



Receive 10% discount at the Dyslexia Action Shop

*Conditions apply

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