Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme)

Training Course

http://training.dyslexiaaction.org.uk/LID

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Contents

Mission Statement .................................................................................................................. 3
About this brochure .................................................................................................................. 4
Course Overview ...................................................................................................................... 5
  Entry Requirements ............................................................................................................... 5
  Progression .............................................................................................................................. 5
  Course Specification: Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) [DALID] ................................................................. 6
Detailed Course Description ................................................................................................... 7
  Topics covered within the course .......................................................................................... 7
  Teaching resources ................................................................................................................ 7
  Knowledge of English Orthography ...................................................................................... 8
  Before you start ...................................................................................................................... 8
  How to approach the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) ......................................................................................... 8
About E-Learning .................................................................................................................... 9
  What is e-learning ................................................................................................................ 9
  How does e-learning work ................................................................................................... 9
  Technical requirements ....................................................................................................... 9
Application Procedure .......................................................................................................... 11
  Application Steps ................................................................................................................ 11
  Disability Information ....................................................................................................... 12
  International Applicants .................................................................................................. 13
  Parental awareness and training courses ......................................................................... 14
  Criminal Records Bureau Enhanced Disclosure .............................................................. 15
Course Fees ............................................................................................................................ 16
  Financial Terms and Conditions ....................................................................................... 17
Mission Statement

"Our vision is a world where barriers to learning, employment and personal fulfilment have been removed for people with dyslexia and other specific learning difficulties".

About Dyslexia Action

We are a national charity that through education improves the lives of people with dyslexia and other specific learning difficulties. With over 30 years of experience, Dyslexia Action is the UK’s leading charity in this area, providing a range of services and support for both children and adults including assessments (testing), teaching and training and the development and distribution of teaching and learning materials. Dyslexia Action conducts major research in the field of dyslexia where our tried and tested methodologies are widely accepted nationally and internationally. Our vision is that:

- We are passionate and professional
- We are ambitious for people with dyslexia and with learning difficulties
- We care about quality services
- We respect individual differences

About Dyslexia Action Training and Professional Development

We provide training programmes for specialist teachers and other professionals. These include Continuing Professional Development (CPD) courses, postgraduate programmes and awareness raising courses and webinars.
About this brochure

Disclaimer
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Explanation of Terms
- **Candidate** – The person applying for a course
- **Participant** – The person who is studying the course
- **Learner** – The pupil / student that the course participant does any practical work with

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**Course Overview**

The Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) has been devised for use in schools by teachers and higher level teaching assistants working with individuals or small groups. The sessions are just 30 minutes in duration in order to accommodate daily school timetables and focus on the acquisition of sound/symbol correspondence along with the rules, patterns and conventions of written English.

Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) is a programme that is based on the Dyslexia Institute Literacy Programme (DILP). It has been adapted for the electronic age and for the school setting, thus making it accessible to a wider audience whilst ensuring that the users remain faithful to the aim of the original programme through a compulsory training course comprising of both e-learning and face-to-face sessions.

The Dyslexia Institute Literacy Programme (DILP) has long been admired as an excellent resource but has historically only been available to students of the Dyslexia Action Postgraduate courses. DILP is a comprehensive literacy programme in which a series of skills - sequencing, reading comprehension and specific individual needs, in addition to sound/symbol correspondence - are included in the recommended one-hour lessons for work with individual learners. Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) now offers a programme built on DILP.

The training is made up of a 10 week programme with weeks 3 and 10 as attendance weeks and the remainder completed as e-learning units through our online learning system.

By the end of the 10 week course, you should be able to plan, deliver, record progress and evaluate 30 minute literacy acquisition sessions to individuals or small groups of learners using multisensory techniques and directed discovery teaching. You will have an understanding of the nature of dyslexic-type difficulties that inhibit learning and have reviewed strategies to support literacy acquisition (decoding and encoding) in learners who experience these difficulties. You will have provided evidence of your acquired skills through a series of assignments.

**Entry Requirements**

Applicants should be **teachers, HLTAs or teaching assistants, currently working in an educational environment**.

Participants will be working with learners on practical elements of the course and must therefore hold a current CRB check. English must be the language the learners predominantly use in school to access the curriculum. Learners who are struggling with English as an additional language are not suitable for the practical elements of the courses.

**Progression**

Teachers who have successfully completed the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) Training Course may wish to progress to further training with Dyslexia Action and you will find a wide range of short courses, certificate and diploma programmes available on our website that complement this training.
Course Specification: Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) [DALID]

<table>
<thead>
<tr>
<th>Unit Level:</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Learning Time:</td>
<td>60 hours of blended attendance and online learning</td>
</tr>
<tr>
<td>Links to Professional Standards</td>
<td>QTS: Q10, Q12, Q18, Q19, Q22, Q25, Q26, Q28, Q29</td>
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<td></td>
<td>HLTA: 7, 8, 9, 10, 15, 19, 20, 21, 24</td>
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Course Aims

This short course aims to offer an insight into the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) and is for teachers and teaching assistants who would like to understand more about the theoretical model supporting it and provides some initial taster sessions using extracts from the resource.

The programme is based on a thorough, detailed guide to teaching reading and spelling which sets out the principles and the philosophy of the teaching system and its structure. It provides the tutor with a detailed, structured and cumulative programme, which is embodied in its letter order and which builds up into a comprehensive and cumulative coverage of English words. It covers in detail how to teach decoding and encoding in a systematic and memorable way, and describes techniques for the learner to practise the skills to mastery. It deals with decoding skills at word and sentence level and with spelling rules.

Course Content

At the end of this unit the participants will:

1. Understand the principles of multisensory teaching and learning
2. Understand how phonological processing can affect children and young people with dyslexia
3. Understand how weaknesses in short-term and working memory can affect the acquisition of literacy
4. Be able to devise resources for reading and spelling that are ‘in structure’
5. Be able to apply the principles of multisensory learning in a structured and cumulative way

Course Award

Dyslexia Action Course Certificate.

Entry Requirements

Open access to Teachers, HLTAs and TAs under supervision, working in Primary, Secondary and Further Education settings.

Applicants should normally be qualified to Level 3 on the UK qualifications framework. See ‘Entry Requirements’ above.

Course Delivery and Dates

This course is delivered through 60 hours of blended attendance and online learning via our Moodle Virtual Learning Environment. See the website for course dates.
**Detailed Course Description**

This short course offers an insight into the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) and is for teachers and teaching assistants who would like to understand more about the theoretical model supporting it and provides some initial taster sessions using extracts from the resource.

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*Throughout the programme, the tutor will be referred to as ‘she’ and the dyslexic learner as ‘he’, in the interest of understanding and speed of reading.*

The tutor learns to informally assess the learner’s difficulties with written language, and to recognise and analyse the errors presented by individual learners, so that she can adjust her teaching accordingly.

Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) provides strategies for dealing with a learner’s literacy development needs, ranging from the most severe difficulties in decoding words, to problems with reading and spelling accuracy and fluency. The approach to the teaching is essentially diagnostic and targeted to the needs of the individual learner.

**Topics covered within the course**

- Principles of teaching a literacy intervention programme
- Development of phonological awareness
- Mediated teaching and learning
- Skills and strategies to support word attack for reading and spelling
- Reinforcement routines
- Teaching ‘in structure’
- Creating and developing resources
- Pre-teaching assessment
- Keeping records
- Lesson planning and evaluation

**Teaching resources**

Within the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) course participants are provided with one set of teaching materials for each of 18 teaching points, but the tutor is expected to use her own creativity and experience to enhance these resources.

The Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) includes a letter order which determines the sequence of teaching, and word lists to incorporate the points covered and to aid the tutor in the making of her own teaching materials. Lesson
plans are given as examples, and suggestions for worksheets, activities and games are provided.

In the initial stages, the tutor is expected to follow these guidelines to produce a lesson and make materials, to suit a particular learner’s needs. As she becomes more experienced, further published teaching resources are suggested to enable the programme to be taught at different rates and levels of difficulty. These resources enable the same language structure to be taught to many different types of learner ranging from a very young, struggling learner with few or no literacy skills, to an older, bright student who needs high-level vocabulary with a fast route through to mastery.

Knowledge of English Orthography

In terms of professional development, this programme will provide the tutor with a fundamental knowledge of the structure of the English orthographic system, its regularities and oddities. It deals with all these areas in such detail that, once a tutor has mastered its principles, practices and information about written language, she is equipped to deal with any other structured literacy programme with insight and understanding.

Before you start

It is recommended that those embarking on the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) for the first time should prepare by undertaking some preliminary reading around the skills necessary for reading and spelling and the types of difficulties that dyslexic and literacy learners who are struggling may encounter that inhibit their literacy acquisition.

How to approach the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme)

The information in this programme is the accumulated knowledge and experience of generations of teachers who have worked with Dyslexia Action. It will not be a quick read. It will help a good teacher to focus on the needs of individual learners and small groups. It will take time and practice, and close observation of your learners. You will note small difficulties and make adjustments. You will constantly return to different parts of the programme as you and your learner/s come across stumbling blocks. It will take you on a journey of discovery into teaching techniques, language, and a greater understanding of the dyslexic learner. When you are engaged in individual and group teaching, the links between the theory and practice then become evident. Questions will arise from your teaching which then sends you plunging once more into another area of the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) that will absorb your attention. Be warned, you will always be fascinated!

We suggest you take a layered approach, first an introductory layer to give you a feel for the contents, another layer when you are teaching your first learner (much of this will be on a need-to-know basis), and then another deeper layer as you ask questions about teaching using the Literacy Intervention Delivery with CLiP (Cumulative Literacy Programme) to learners with different needs.

1 Formerly the Dyslexia Institute
About E-Learning

What is e-learning

Attending courses online (e-learning) gives participants the flexibility to organise their time to fit around their professional and personal commitments. However, e-learning also provides an opportunity to make more of the study time and achieve deeper learning. Online learning saves the time and expense of travel and classroom attendance and offers flexible participation in the course programmes.

Online learning also allows participants to become part of a community focused on the topic at hand. This often proves to be more effective than time spent in groups in a classroom environment.

E-learning does not generally require special technical expertise. No greater IT skill is required than that needed to browse the web, watch clips on YouTube or send an email with an attachment. Dyslexia Action provides written and audio-visual guides to help with technical aspects of the course. An IT support helpdesk is also available to students.

The greatest challenge of e-learning is finding the right physical and mental space. Going to a physical space like the classroom makes it clear that you are not available for other commitments. This may not always be the case at home or at work. It is therefore important to assiduously dedicate time and space to study just as if attending a course in a physical location.

How does e-learning work

Dyslexia Action uses a Virtual Learning Environment (VLE) called Moodle, which is also used by many international and UK colleges and universities including the University of London and the Open University.

The learning environment consists of web pages that represent courses, modules or units. Each course is divided into topics where you will find links to readings, audio/video recordings of lectures and links to external reading resources.

All courses also contain discussion forums where you can discuss your readings or work on assignments with other course participants and your tutor. Some topics include interactive quizzes or space where you can submit assignments for marking by a tutor.

Students are given a personal account through which to access the learning environment and enrol in individual courses, units or modules.

Technical requirements

Any computer that can run office applications such as Word or PowerPoint and access rich content websites such YouTube or the BBC iPlayer is sufficient to access all the course resources. No special software or hardware purchases are necessary. However, it is recommended that students have access to a printer and scanner. Some courses include the submission of lessons on memory stick in which access to basic video recording equipment is necessary.

It is also strongly recommended that you use Firefox as your web browser. This is free to download (http://firefox.com). We do not support problems encountered if you are using Internet Explorer 6, which is widely recognised as obsolete and insecure (see http://ie6countdown.com/)
If your institution does not have Firefox, you can download its portable version from http://portableapps.com/apps/internet/firefox_portable. You can then run it from a USB key or just a folder on any computer.

Broadband connection with a liberal bandwidth usage policy (5GB) is highly recommended. The basic course content can be accessed via mobile broadband or even dialup but the learning experience is likely to be diminished and video/audio content may not be accessible at all.
Application Procedure

Please note that it is only possible to submit applications via the website.

You will be required to set up an account on our online admissions system during the registration for your first course with Dyslexia Action Training and Professional Development. Please note the login details with care since you will need them to apply for additional courses or to modify your contact details. (You can also retrieve forgotten password or username later by asking to have them sent to the email address you registered with us).

Application Steps

1. Navigate to the appropriate course and start the registration process.
2. Choose the appropriate payment method.
3. Choose which venue you want to use for the attendance component
4. Complete the registration process including payment.
Disability Information

The UK Disability Equality Duty (DED 2006) legislation requires organisations such as colleges, universities, hospitals and local government, to be proactive in ensuring that people with disabilities are treated fairly. To help us fulfil this duty we ask anyone applying for a course with Dyslexia Action who has a disability to let us know. We need to talk to you to clarify what adjustments you will be entitled to. We also encourage students with disabilities to give us feedback on all stages of the course so that we can anticipate others’ requirements better in the future.

If you would like to talk to the Training Department Disability Advisor before you apply for a place on a course or once you have applied then please email: trainingcourses@dyslexiaaction.org.uk or contact us by telephone on +44 (0)1784 222304 and we can refer your enquiry to the Disability Advisor.
**International Applicants**

If you are an international applicant you should consider enrolling on the Dyslexia Action International Diploma in Literacy and Dyslexia in the first instance as this may be more appropriate to your needs. See **International Courses** on the Training website for further details at [http://training.dyslexiaaction.org.uk/](http://training.dyslexiaaction.org.uk/).
Parental awareness and training courses

The CPD programmes described in this brochure are designed specifically for those working in school and college environments. As such CPD courses are not suitable for parents wishing to either develop their awareness on dyslexia or to support their own children who have dyslexia. A programme for parents is currently under development. If you are interested in receiving further information regarding the parents’ course, please go to Register Interest on the Training website for further details at:
http://training.dyslexiaaction.org.uk/
Criminal Records Bureau Enhanced Disclosure

As a Criminal Records Bureau Enhanced Disclosure is a requirement for working with children and young people, the person you choose to use for your case study should be someone within your school or workplace, where you will already have a CRB. If you choose to work with someone from outside that environment then you will have to apply for a CRB check through Dyslexia Action and pay an additional fee of £60.
Course Fees

See the website for the current course fee.
Course Fees must be paid in full and in advance before an online course will be made available.
Financial Terms and Conditions

Please see details of cancellation and withdrawal charges and other financial terms and conditions on the website at http://training.dyslexiaaction.org.uk/LID

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