The Phonics Screening Check: using the Literacy and Dyslexia-SpLD Professional Development Framework as a key to personalised CPD
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The Phonics Screening Check

• ‘The purpose of the Year 1 phonics screening check is to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.’ (DfE 2012)

• June 2012 was the first mandatory, nationwide screening

• 20 words, real and imaginary: escalating level of difficulty

• Matched funding in Phonics resources and training is available until March 2013, up to £3000, from the catalogue ‘Importance of Phonics’
Shifting focus to synthetic phonics

- The Schools White Paper, *The Importance of Teaching*, published in November 2010
- Made a commitment to ensure there is support available to every school for the teaching of systematic synthetic phonics, including funding for all schools with Key Stage 1 pupils.
- Advocated as the best method for teaching reading, and to provide funding for high-quality training and classroom teaching resources.
Synthetic versus analytic phonics

- ‘Synthetic’ derives from 'synthesise', meaning to assemble or blend together.
- Synthetic phonics involves learning the grapheme-phoneme correspondence for all 44 phonemes in the English language.
- ‘Building blocks’ before building the house.
- Analytic phonics starts with real words.
- Phonemes associated with particular graphemes are not pronounced in isolation.
- Children identify common phonemic features in groups of words.
Not without controversy…

* Professor Greg Brooks, author of The Dyslexia-SpLD Trust’s ‘Interventions for Literacy: what works’ is a long-term advocate of phonics teaching for literacy support.

* Worries that the tests for six-year-olds will lead to a narrow curriculum and anxiety for teachers, parents and children.

* May encourage teachers to train children to “…jump through decoding hoops but not make much progress in reading.”
The United Kingdom Literacy Association has challenged the government’s position on the importance of phonics.

Although the UKLA admits we have a problem with teaching reading and agrees that action must be taken, it does not believe “…that a heavy dose of phonics” will do the trick, and regards the plan to test young children on their knowledge of phonic is “not helpful”.
• LUCID (producers of screening software such as LASS) – say ‘one of the major limitations of the proposed test is that while it will tell teachers whether or not a child’s phonic knowledge is up to scratch, it won’t tell the teacher why a child has not learned phonics’.

• Michael Rosen, children’s author, in a letter to the Guardian on June 4th: ‘No matter how brilliant at "decoding" we are, it doesn't guarantee we can read for meaning.’
What does The Framework offer?

• The Literacy and Dyslexia-SpLD professional development framework offers a ‘road map’ of available knowledge and resources
• To this end, it offers support for a fuller understanding of **Phonics**, set in the context of language and literacy development and theories of Dyslexia
• AND it supports the wider concepts to provide a fuller and richer understanding of the **Theory and Practice** of supporting learners with Dyslexia
The Dyslexia/SpLD Professional Development Framework

- Free online tool
- Funded by DfE, in conjunction with The Dyslexia/SpLD Trust and created in partnership with PATOSS and Dyslexia Action
- Provides a portal to access resources
- Personalised needs analysis with tailor-made report including a wide range of resources.
- Covers six keys strands of essential expertise
- Includes five stages corresponding to a variety of roles within the educational workforce.
Structure and content of Framework - Strands

- Development of language and literacy
- Theories of dyslexia/SpLD
- Identifying and assessing dyslexia/SpLD
- Supporting and teaching learners with dyslexia/SpLD
- Communicating and working with others
- Professional development and dyslexia/SpLD
Structure and content of Framework Professional development guidance

Each user receives an in-depth report (pdf):

- Feedback on level within each strand for the stage selected
- Suggestions for workplace activities to develop learning
- Professional development resources
- Website resources
- Key Reference documents
- Advice on how to select a relevant training course
Using the Framework

Answering a specific question, such as ‘How can the Framework support teachers working with children in preparation for The Phonics test?’

- I took two strands – ‘Supporting and teaching the learner with Dyslexia-SpLD’ and ‘The development of language and literacy’.
- I have used the resources that were recommended based on my self assessment.
- I supplemented this with a general search of resources according to type within the Framework.
Examples of resources recommended

- Resource for practitioners and teachers on the first phase of Letters and Sounds (Communication, Language and Literacy area of learning of the Early Years Foundation Stage).
- Aims to teach young children important basic elements of letters and sounds programme such as oral segmenting and blending of familiar words.

• Steven Pinker’s website includes wide range of information and resources on different aspects of language development.
  • [https://www.msu.edu/~casby/langdevidcomp/](https://www.msu.edu/~casby/langdevidcomp/)
The Simple View of Reading

This visual framework was designed to help practitioners gauge the relationship between decoding skills and comprehension skills in the individual learner.

www.standards.dcsf.gov.uk/primaryframework/literacy
Specific teaching for the Dyslexia learner

- The Dyslexia-SpLD ‘Trust’s Interventions for Literacy: what works?’ authored by Professor Brooks.
- All the interventions featured here are targeted directly on literacy; readily available and have been quantitatively evaluated in the UK.

- [http://www.interventionsforliteracy.org.uk/](http://www.interventionsforliteracy.org.uk/)
Supporting the Dyslexic learner

- *Dyslexia and Maths* by Kay, J and Yeo, D, Fulton, contains lots of practical advice on using concrete materials and basic number work.
- *How Dyslexics Learn: Grasping the Nettle*
- Recognising learning strengths is a key element to successful teaching. This book concentrates on the successful strategies dyslexics have used and the positive traits associated with dyslexic learners. The theme of the book likens the support dyslexic learners need to the careful husbandry used by a skilled and creative gardener.
Broader based approaches

- Every Class Teachers Guide to Removing Barriers & Raising Attainment. Routledge
  How dyslexia affects dyslexic learners’ access to and progress in the subject curriculum
- The development and provision of appropriate support strategies for meeting the needs of dyslexic students
- The use of case studies helpfully highlights the impact of dyslexia on students as they transfer to secondary school. They illustrate how and why this condition may be mistaken for behavioural - or other - difficulties, consider whole-school issues and relate throughout the book to a practical framework of proven support strategies.
Academic approaches

- The EPPI Centre at the Institute of Education provides an accessible resource for evidence based practice:
- Use questions and statements that involve higher order thinking, reasoning, and personal perspective. The teachers who … spend most of the available time in these high-quality on-task interactions facilitate greater attainment.
- High quality interactions are those in which teachers offer learners the opportunity to problem-solve, to discuss and describe their ideas, and to make connections with their own experiences and prior understandings, while those teacher interactions that are less successful focus on procedural matters, behaviours and general classroom management.
• Accessible Case Studies from an NUT project, following teachers trialling Thinking Skills in the classroom. These can be used to develop multisensory strategies for action research in individual classrooms.

Who is the Framework for?

- Individual working with the Dyslexic learner
- Inclusion Manager with responsibility for teams within organisation
- Team leaders involved with strategic planning towards improvement in dyslexia-friendly provision.
- CPD leaders and training providers as a reference for designing learning outcomes
Different ways of using the Framework to support CPD

- Planning future INSETs and training events
- Tailor CPD to meet individual staff needs
- Structuring an event with a small group to stimulate discussion about Dyslexia/SpLD
- Develop a recruitment plan
- Inform coaching and mentoring and non-course based CPD
- Structuring strategic planning for enhanced Dyslexia/SpLD provision
Accessing the Framework

- The framework can be accessed via The Dyslexia-SpLD Trust website, via ‘Resources’:
  http://www.thedyslexiaspldtrust.org.uk/professionaldevelopmentframework/
  http://framework.thedyslexia-spldtrust.org.uk/

The ‘Framework User’s Guide’ contains additional information to support the practitioner and is available to download from this portal.

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