

PART III: APPENDIX B

TEACHING THE PROGRAMME TO GROUPS

In schools, specialist lessons for learners with dyslexia may be on a one-to-one basis or in a small group (usually of no more than six). The purpose of this section is to give practical advice on the planning and teaching of lessons in a small group. Two example lesson plans are provided.

Planning the Lesson

It is important that lessons set appropriate objectives to meet the individual needs of the learners in the group. Planning must take into account each learner's current functioning in literacy and should be based on assessment data. This means that it is unlikely that the whole group will be working on the same point from the programme. However, it may be possible to 'pair' learners to undertake activities together while at the same time providing extra support and strategies for particular individuals. In planning the lesson teachers must consider how they can organise this in order to enable each learner to have sufficient attention and also how they can ensure that all the activities are fully multisensory. The simplest approach is to have the whole group

work on the same element of the lesson but at their particular level. A learner may be paired with one particular student for alphabet or memory work, for example, and with another for reading or spelling activities. Sometimes learners may work as a whole group, sometimes in pairs, and at other times in threes within the same lesson, sometimes changing partners for different activities to ensure they work on appropriate learning objectives. At times a new Teaching Point might be the same for the whole group and at others times it will be different. In Lesson Plan 1, two of the learners are at a later stage but sometimes will need to fill in gaps or revisit insecure aspects from earlier in the programme which is why the phonogram 'b' is introduced to the whole group although reinforcement activities are at three levels.

Where learners are at very different stages of the programme then the group size should be smaller. In planning a lesson the teacher may sometimes anticipate that one member of the group will need more attention than the rest for a particular activity and may choose to make use of technology to free up enough time to give the right level of attention. An example of this can be found in Lesson Plan 2 (for three students) where one is working on the computer and another with pre-recorded spellings (self voice), thereby allowing the teacher to concentrate on one individual for a short period. Self-checking materials are also important and can be used to allow learners to check they have the right letter string in memory work or to mark dictated sentences independently.

Writing the Lesson Plan

Working with groups of learners is very demanding of a teacher's attention and it is essential to have a plan that enables the teacher to locate the next activity quickly. The plan should be simple, concise, and easy to follow. We would recommend that normally a group lesson plan is only one page in length. Abbreviations might be used, for example for learners' names, the name of an activity or game might be given without a description and routines note where the learner is up to (e.g., a Reading and Spelling Pack) but without stating the routine itself. This is very different from the way most teachers have to work when they are new to delivering structured language programmes. Often they can feel insecure with the routines to begin with and will need to write them on the plan giving as much detail as possible. However, in group teaching too much detail can interfere with lesson flow. Therefore the teacher will need to be experienced in delivering structured lessons, and confident with the multisensory routines and the teaching of concepts *before* they attempt to plan lessons for groups of learners who are at different stages of the programme.

On-going notes should be made of learners' responses to the activities: for example, the time taken to set out the alphabet, letters that were reversed or mis-sequenced, the length of the letter string achieved in memory work, details of any strategies used,

time taken for the Reading Pack, and any errors in spelling or dictation. In the example lesson plans at the end of this section there is a column for this purpose. Comments will be in note form, but at the end of the lesson the teacher should write a detailed evaluation to inform planning for the next lesson.

Delivering the Lesson

In groups of more than three, learners will often be 'paired' for alphabet work with another person who is at a similar stage. In this case they will take turns to set out the wooden letters. This may involve one person setting out the first half of the alphabet and the other the second half (swapping over at the next lesson) or placing the letters in the arc alternately. Strategies can be given to support those individuals who are less secure with the sequence, such as a visual prop e.g., where the arc is written on a postcard for reference if required. An activity that is introduced to all the learners, for instance long and short vowel sounds, may be extended for some members of the group (e.g., by introducing the breve and macron symbols) so that individual learning objectives are met. One advantage of working in pairs is that learners work with each other on activities: tracing letters on each other's back, removing a letter from the arc for the other person to guess, showing their partner a card with a letter string to be remembered and then checking their response, etc. This makes lessons more manageable and allows the teacher to monitor all the students rather than concentrating on one pair at a time.

The revision exercise will focus on different aspects of the programme and so needs to be managed carefully. Sometimes learners may engage in a similar activity at their own level, e.g., group work on onset and rime with the wooden letters – one pair working with '-en' rimes, one pair with '-ash' and another with '-est'. The teacher might go round the pairs instructing them which letter to change to make a new word. At other times the group might be working on different activities, as in Lesson Plan 1 where some students are making words with the wooden letters, some are looking up given words in a dictionary, and others are working on a self-checking worksheet for spelling choices. In this example most learners are working independently, allowing the teacher to focus more on the learners using wooden letters as there is no written record to check their work. Similarly, in Lesson Plan 2, two of the group work on different types of worksheets, allowing attention to be given to the picture-sorting activity for suffix 'ed'. It is important to note, however, that learners should still be monitored while they are completing worksheets and the teacher should listen to them in order to check they are verbalising the answers (saying letter names as they circle or write them, reading the words in a wordsearch as they find them, etc.) to ensure that activities are always fully multisensory.

The Reading Pack can be handled in two ways: the pack can be gone through with the whole group starting with the phonograms that everyone has been taught and

learners stop participating at the point when the phonograms they have learned have been practised. In this case large cards will be needed (A4 size) so they can easily be seen by everyone. Alternatively, everyone can have their own pack of cards to go through individually with the teacher (while the others complete short independent activities e.g., an alphabet maze or dot-to-dot). The Spelling Pack can also be used with the whole group, starting with the spelling choices that everyone has been taught. At the appropriate point, some learners stop until the whole group has finished to then have their written responses checked. Alternatively the teacher can have a Spelling Pack for each child or pair (at the same level). The teacher can go round the students or pairs in turn using the spelling pack routine. While a response is being written down the teacher moves on to the next one.

The introduction of a new Teaching Point is one of the most difficult parts of the lesson when working with groups at different levels. Activities need to be carefully thought out in order to give the teacher time to direct each of the learners to discover the new Teaching Point for themselves. In Example Lesson Plan 2 one learner is discovering the new phonogram through feeling and identifying objects in a feely bag and then working out the common sound, but the other two learners have activities that involve listening to words. This is managed by asking one learner to listen to recorded words (or to sort pictures) and identify where they can hear the /s/ sound, placing a counter (or picture) in the appropriate box on a BME sheet, while the other learner works with the teacher listening to a list of words such as ring, song, hang, thing, lung, etc. and identifying the common sound /ng/. While two of the learners track the letter/s they have identified, the teacher can return to the one using the BME sheet to remind that learner of the rule for 'll' and 'ff' (covered in previous lessons) and to help them 'discover' how /s/ at the end of words is spelt (the flossy rule) using structured sentences.

Spelling and dictation can be managed in the same manner as the Spelling Pack, going round the group giving one word or sentence at a time to each pair (or individual if there are only three in the group). While one pair writes down their word (or sentence) the teacher moves on to the next pair. As this is fairly time consuming much less can be planned than in one-to-one lessons (see Lesson Plan 2). The lesson always ends with a game. Computer games that allow the teacher to enter selected words (e.g., Word Shark) can be used to practise the new learning. The teacher can enter a different list of words for each learner, allowing them to work individually thus avoiding any element of competition (other than competing against their own best performance). However, board games can also be individualised by having a set of cards for each learner (to spell or read) and have the advantage of helping to develop social skills. The teacher should use their personal knowledge of individual learners to plan appropriate games and activities.

Lesson Plan Example 1

6 Children: AM, KE, JM, LP, PM, TD

Date: _____

Aims/Objectives:

Revise phonograms up to /k/ (PM/TD), end blends (JM/LP), and long vowels vcv (AM/KE). Introduce 'b' /b/ to whole group and vc/cv syllable division.

Alphabet Activities:

In pairs, set out alphabet arc from A to Z, or in four quartiles (AM/KE).

Identify vowels and long/short vowel sounds.

Make three closed syllables. Guess the letter (20 questions).

Memory Training:

Auditory: letter strings using cards. JM//LP (3) PM/TD (4) AM/KE (5).

Visual: letter strings using cards. PM/TD (3) JM/LP (4) AM/KE (6).

Revision Exercise:

Change final letter: kin, kit, kid, kip (PM/TD). Find: cash, kick, sank, kidnap, in a dictionary (AM/KE). Worksheet: c/k choice (JM/LP).

Reading Pack:

Up to 'k' (whole group) and up to o-e (AM/KE).

Introduce New Teaching Point:

Trace letter on back and identify 'b' /b/. Take letter out of arc.

Listen for /b/ in pairs of words: bun/fun, dig/big, said/bed, bit/sit.

New Reading/Spelling Card:

'b' clueword: bat.

Cursive Writing:

Salt tray: practise 'b'.

New Teaching Point into Reading:

Syllable division: bandit, basket, Batman, cannot, hobnob (on board).

Abbreviation: can't for cannot. Shared story for /b/ with different parts.

Comments

New Teaching Point into Writing:

Join 'b' to 'e'. Crossword puzzle /b/ (3 levels).

Spelling Pack:

Up to /b/.

Spelling Words:

1. Ben, bit, bet, bad, bap (PM/TD).
2. best, bent, stab, bandit, Batman (JM/LP).
3. bake, bride, bash, shrub, basket (AM/KE) (3 levels).

Dictation:

1. Ben has a pet. (PM/TD).
2. Did Stan bend it? (JM/LP).
3. The bandit hit the bank and stole the cash (AM/KE).
(3 levels).

Review:

SRR routine for /b/. Syllable division pattern vc/cv. Contraction can't.

Game:

Snakes and Ladders Game with packs of Reading Cards (3 levels).

Evaluation:**Comments****Downloadable:**

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Lesson Plan Example 2

3 Children: FK, JS, TM

Date: _____

Aims/Objectives:

Revise suffix 'ed' /d/ (FK), 'g' /g/, (JS) and '-ll' /l/ (TM). Introduce 'r' /r/ (FK), 'ng' /ng/ (JS) and flossy rule (TM).

Alphabet Activities:

Set out alphabet A to Z (JS), alternate sides of M (FK), at random (TM).

Rapid naming of letters (All). Alphabet sequence cards (JS).

Dictionary exercise (FK) and sorting words into alphabetical order (TM).

Memory Training:

Auditory: 4/5 letter strings using rehearsal (TM/FK), and chunking (JS).

Visual: 4/5 letter strings (JS/TM), 6 letter strings (FK) using visualisation.

Revision Exercise:

Figure ground exercise for 'g' (JS). Sort words with 'ed' into three sets: /t/, /d/, /id/ (FK). Change sentences ('ll' words) into past tense (TM).

Reading Pack:

Up to 'g' (JS), '-ll' (TM), 'ed' /d/ (FK).

Introduce New Teaching Point:

Identify common sound /ng/ in words, use of mirrors, tracking (JS).

Feely bag /r/, listen for target sound in pairs of words, tracking sheet (FK).

BME sheet /s/ (recorded words), flossy rule, sentence tracking (TM).

Handwriting routine and practice (All).

New Reading/Spelling Card:

'ng' /ng/ (JS); r /r/ (FK); and 'ss' /s/ (TM).

Comments

Cursive Writing:

Salt tray: 'ss' (TM). Whiteboard and pen: 'r' (FK). Glitter glue: 'ng' (JS).

New Teaching Point into Reading:

Word search 'ng' /ng/ (JS). Shared story 'ss' /s/ (TM). Rhyming pairs 'r' /r/ (FK).

New Teaching Point into Writing:

Crossword 'ng' (JS). Closure exercise 'ss' (TM). Word chain for 'r' (FK).

Spelling Pack:

Up to /ng/ (JS), /r/ (FK) and '-ss' /s/ (TM).

Spelling Words:

1. sting, pang, thing, song, gong (JS).
2. moss, boss, kiss, miss, floss (TM). Spellings on computer.
3. rink, risk, rand, rest, rasp, Ross (FK). Recorded spellings.

Dictation:

1. Hang it on the peg. Dan sang at the gig. (JS). Recorded dictation.
2. Bess sat on the moss. Can Tess pass the test? (TM).
3. "Rob is at the rink," said Ross. He ripped the red rag (FK).

Review:

SRR routine (All) and flossy rule (TM).

Game:

Off the board spelling game (cards for words with 'ng', 'r' and 'ss').

Evaluation:**Comments****Downloadable:**

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